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National-Louis University

**1992-94
Graduate
Catalog**

**Excelling Since 1886 as
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National-Louis University



National-Louis University

1992-94 Graduate Catalog

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College of Arts and Sciences
College of Management and Business
National College of Education

Excelling Since 1886 as National College of Education

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National-Louis University

UNIVERSITY LIBRARY

EVANSTON CAMPUS

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DEMCO

The president and officers of National-Louis University reserve the right to change the requirements for admission or graduation announced in this bulletin, and to change the arrangement, scheduling, credit, or content of courses, the books used, fees charged, regulations affecting students, and to refuse to admit or readmit, and to dismiss, any student any time, should it be deemed to be required in the interest of the student or of the university to do so.

National-Louis University admits students to all programs and activities, and administers all educational, employment, and other policies without discrimination because of race, color, sex, religion, handicap, and national or ethnic origin.

National-Louis University is a private, independent university. It has no affiliation with the District of Columbia government or with the Federal government.

Campuses

Evanston Campus

2840 Sheridan Road
Evanston, Illinois 60201-1796
708/475-1100
1-800/443-5522

Lake Avenue Facility

1740 Lake Avenue
Wilmette, Illinois 60091
708/475-1100

Chicago Campus

18 South Michigan Avenue
Chicago, Illinois 60603-3032
312/621-9650

West Suburban Campus

Glen Park
2S361 Glen Park Road
Lombard, Illinois 60148-5299
708/691-9390

Highland Hills

1S331 Grace Street
Lombard, Illinois 60148-4691
708/691-9390

Elgin Facility

400 Federation Place
Elgin, Illinois 60123
708/695-6070

Academic Centers

Atlanta Academic Center

Blackstone Centre
1777 Northeast Expressway, Suite 200
Atlanta, Georgia 30329
404/633-1223

Heidelberg, F.R.G. Academic Center

Rohrbacherstrasse 47
6900 Heidelberg
West Germany
011-49-6221-29025

McLean Academic Center

8000 Westpark Drive, Suite 125
McLean, Virginia 22102
703/749-3000

Milwaukee/Beloit Academic Center

Milwaukee
325 N. Corporate Drive, Suite 200
Brookfield, Wisconsin 53045-5861
414/792-3699

Beloit

501 Prospect Street
Beloit, Wisconsin 53511
608/364-3999

St. Louis Academic Center

12412 Powerscourt Drive, Suite LL20
St. Louis, Missouri 63131
314/878-0320

Tampa Academic Center

4890 West Kennedy Blvd., Suite 145
Tampa, Florida 33609
813/286-8087

Table of Contents

The University	5
President's Welcome	7
Statement of Mission	9
National-Louis University: A Brief History	9
Accreditation	9
Facilities	13
Academic Centers	13
Alumni Statement	15
Academic Calendar	16
University Expenses	19

Academic Programs

College of Arts and Sciences

Admission Procedures	31
Adult and Continuing Education Programs	32
Master of Adult Education	32
Adult Education	32
Developmental Studies	32
Certificate of Advanced Study	34
Adult Education	34
Developmental Studies	34
Human Services Programs	34
Master of Science in Human Service	36
Addictions Counseling	36
Counseling	36
Gerontology Counseling	36
Administration	37
Community Wellness and Prevention	37
Employee Assistance Programs	37
Professional Graduate Certificate Programs	38
Addictions Counseling	38
Addictions Treatment Studies	38
Community Wellness and Prevention Studies	38
Counseling Studies	38
Eating Disorders	38
Employee Assistance Programs	38
Gerontology Counseling Studies	38
Gerontology/Administration	39
Gerontology Generalist Studies	39
Long-Term Care Administration	39
Human Service Administration	39
Written Communications Program	40
Master of Science in Written Communication	40
Course Descriptions	41

College of Management and Business

Admission Procedures	59
Management and Business Programs	60
Master of Science in Management	61
Master of Science in Human Resource Development	61
Course Descriptions	63

National College of Education

Admission Procedures	75
Degrees	72
Master of Arts in Teaching	72
Master of Education	72
Master of Science in Education	72
Certificate of Advanced Study	73
Educational Specialist	73
Doctor of Education	73
Academic Programs	80
Computer Education	80
Curriculum and Instruction	81
Generalist Program	82
Early Childhood Education	83
Educational Leadership	86
Educational Psychology	88
Elementary Education	90
Interdisciplinary Studies in Curriculum and Instruction	91
Leadership in Curriculum and Teaching	92
Mathematics Education	93
Reading and Language	93
Reading Specialist	93
Writing Program	95
Language and Literacy	95
Science Education	96
Special Education	96
Doctoral Programs	
Educational Psychology	102
Reading and Language	103
School Leadership	104
Course Descriptions	107

General Information

Admissions	145
Financial Aid	145
Payment Information	146
Registration and Credit	148
Academic Standards	149
Student Rights and Responsibilities	151
Academic Support Services	154

Directory

Board of Trustees	159
President's Cabinet	161
Academic Affairs Staff	162
Administrators of Special Services	162
Faculty and Administration	
College of Arts and Sciences	163
College of Management and Business	164
National College of Education	165
University Library	168
Clinical Adjunct Faculty	168
Academic Centers	169

The University



President's Welcome



Welcome to National-Louis University.

We look forward with anticipation to your success with us and to the contributions you will make to our society upon graduation from our great institution.

From the time we first opened our doors in 1886, we set the standard in teacher education for the rest of the country to follow. We did this under the nationally respected name of National College of Education, a name which is being carried forward by our college of education.

In the 1970s, we developed new programs such as English for speakers of other languages, alcoholism and substance abuse, and gerontology as part of our College of Arts and Sciences. And we have been the national leader in making continued education accessible to working adults. In 1989, we founded the College of Management and Business to house our decade-old programs in accounting, entrepreneurship, and business administration. Through these and many other efforts, we have become a nationally recognized leader in educating working adults.

Today, as throughout our long and distinguished history, we are bringing education to the widest audience possible, education that is practical and theoretical, research oriented and experience based, caring in delivery and sound in content.

Our accomplishments are made possible by a highly skilled and caring faculty, a distinguished and dedicated Board of Trustees, a wonderful and hard working administration and staff, and certainly a most capable and diverse student population.

To this heritage, and the history we will write together this second century of our service, I welcome you to National-Louis University.

Statement of Mission

National-Louis University has as its mission teacher education and human service expressed through excellence in teaching, research, and services. Central to this mission is the development of individuals and organizations in teaching, supervision, management, and leadership in Illinois, nationally, and internationally.

National-Louis University: A Brief History

For more than a century, National-Louis University has served those who serve others.

The institution was founded as National College of Education in 1886 by Elizabeth Harrison, a pioneer in elementary and early childhood education. Under Harrison's leadership, National championed the concept of kindergarten teaching in America and was one of the first teacher's colleges in the country to offer a four-year program culminating in the bachelor of education degree. National also was instrumental in the founding of the PTA and later played a major role in launching the national Head Start program.

The institution relocated its main campus from Chicago to Evanston in 1926. National-Louis University today serves students from three campuses—Evanston, West Suburban, and Chicago—in addition to facilities in suburban Elgin, Skokie, and Wilmette. National also has academic centers in five states and Germany.

The growth of traditional education programs was followed by the development of programs in allied health, applied behavioral sciences, and human services. The institution formally organized the latter programs in 1982 under the Michael W. Louis School of Arts and Sciences.

Another rapid growth area, business programs, culminated with the formation in 1989 of the School of Management and Business.

The institutional name, National-Louis University, unites the great name of National College of Education with that of trustee and benefactor Michael W. Louis. The Louis gift, a major financial gift that spearheaded the transition in 1990 from college to university, is among the largest to private education in the state of Illinois. Three colleges comprise National-Louis University—National College of Education, the College of Arts and Sciences, and the College of Management and Business.

National-Louis University continues to serve students who are traditional to higher education as well as students who face special challenges in continuing their education. The student body includes adults who are working full time or contemplating career changes, teachers and administrators who

want to further their education while continuing to work in their fields, and immigrants and other language minorities with limited English skills.

National-Louis University offers 13 degrees extending to the doctoral level and certificate programs across its three colleges plus more than 30 academic programs. The institution serves more than 16,000 students annually from its three Chicago-area campuses and at academic centers in McLean, Virginia; St. Louis, Missouri; Milwaukee/Beloit, Wisconsin; Tampa, Florida; Atlanta, Georgia; and Heidelberg, Germany.

National-Louis University is accredited by the North Central Association of Colleges and Schools.

Accreditation

National-Louis University is accredited by the North Central Association of Colleges and Schools. The Radiation Therapy, Respiratory Care and Medical Technology Programs are accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association. The Addiction Counselor Training Program, within the Department of Human Services, is accredited by Illinois Addictions Counselor Certification Board, Inc. Selected programs in the National College of Education are accredited by the Illinois State Board of Education.

State Approvals

The university is authorized to operate within specified community college districts in the State of Illinois by the Illinois Board of Higher Education; in Northern Virginia by the Council of Higher Education of the Commonwealth of Virginia; in Florida by the State Board of Independent Colleges and Universities of the Florida Department of Education; in Georgia by the Georgia Non-Public Post Secondary Education Commission; and in Missouri by the Coordinating Board for Higher Education. In Wisconsin, the university has approval of selected course work for continuing education of teachers from the State Superintendent of Public Instruction. In Germany, the university is authorized to operate by the German Ministry of Education.

Florida: In the State of Florida, National-Louis University holds Level II Provisional Licensure from the State Board of Independent Colleges and Universities of the Department of Education to operate as a university, to offer programs of instruction, and to award degrees.

Notice: Credit and degrees earned from colleges in the State of Florida which are licensed by the State Board of Independent Colleges and Universities do not automatically qualify the holder for a Florida teaching certificate. Any person interested in obtaining a Florida teaching certificate should contact the Office of Teacher Certification, Department of Education, Tallahassee, FL 32399.

The Master of Education program in Interdisciplinary Studies in Curriculum and Instruction does not provide for

10 teacher certification by the Florida Board of Education. It is intended only for teachers who already hold certification.

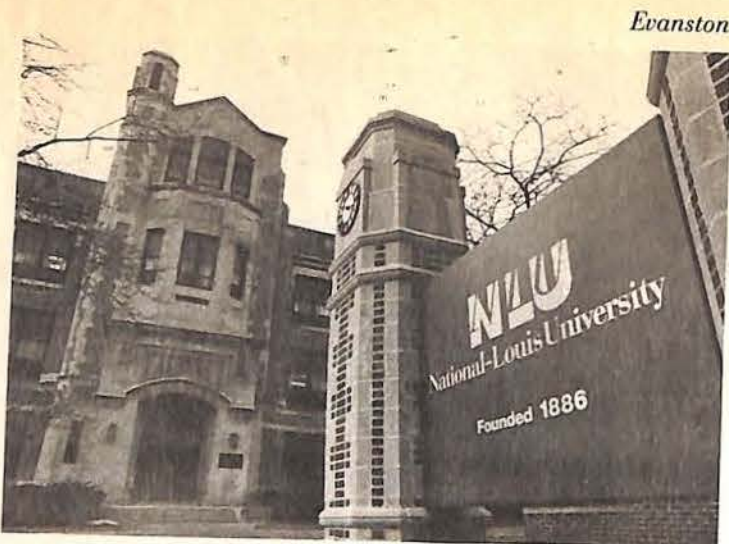
Washington State: National-Louis University is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the board office.

Membership List

American Association of Colleges for Teacher Education
 American Council on Education
 American Society for Training and Development
 Association of Governing Boards
 Association for Institutional Research
 College and University Personnel Administrators
 Council for Adult and Experiential Learning
 Federation of Independent Illinois Colleges and Universities
 Illinois Association of College Admissions Counselors
 Illinois Association of Collegiate Registrars and Admissions Officer
 Institute for Educational Research
 National Association of College and University Business Officers
 National Association of Foreign Student Affairs
 National Association of Intercollegiate Athletics
 National Association of Independent Colleges and Universities
 National Association of Student Financial Aid Administrators
 National Center for Higher Education Management Systems
 Northern Illinois Business Association
 Society for College and University Planning
 The Illinois Chamber of Commerce

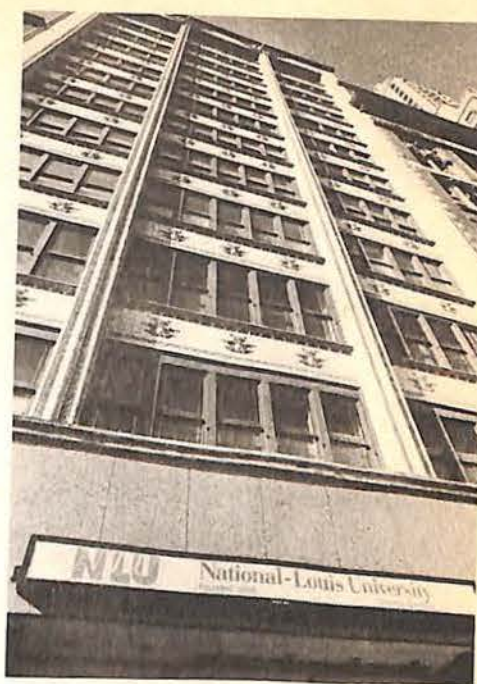
Service Members Opportunity Colleges (SOC)

National-Louis University participates in the SOC program. For more information contact the Associate Vice President for Academic Advancement (Ext. 5215).



Evanston

West Suburban



Chicago



Milwaukee



Heidelberg, Germany



McLean



Tampa

Atlanta



St. Louis

THE UNIVERSITY

Facilities

Chicago Campus

The Chicago campus at 18 South Michigan Avenue occupies five floors of a modern office building. Facilities include classrooms, developmental skills laboratories, a learning resource center, bookstore, computer laboratories, and the Language Institute.

The campus location in the heart of Chicago's active downtown area creates an ideal setting for programs in the College of Arts and Sciences, National College of Education, and the College of Management and Business, the latter of which is based at the Chicago campus. Situated one block from the Art Institute of Chicago, Goodman Theater, and Grant Park, the campus also is within walking distance from Chicago's many cultural activities.

With classes scheduled during daytime, weekend, and evening hours, the Chicago campus furthers National-Louis University's commitment to serving a nontraditional student population.

Evanston Campus

National-Louis University's main campus sits on four acres on the border of the northern Chicago suburbs of Evanston and Wilmette, at 2840 Sheridan Road.

Academic facilities are housed in Keck Hall and Sutherland Hall. Keck Hall, recently renamed after long-time Board of Trustee Chairman Robert C. Keck, also is the home of the Weinstein Center for Performing Arts, renowned on the North Shore for attracting leading musical and dance performers. Sutherland Hall contains the university's Baker Demonstration School, a laboratory school serving preschoolers through eighth graders. Additional administrative and academic offices are located in former private residences surrounding the main buildings.

The Evanston campus also is the site of Baker Residence Hall, which houses 200 students in suites or rooms clustered around lounge areas.

West Suburban Campus

National-Louis University began offering upper division programming in Lombard in 1980 to accommodate the population boom in Chicago's western suburbs. The West Suburban campus today occupies two sites in Lombard, at 2S361 Glen Park Road and at 1S331 Grace Street. June 1993, the West Suburban campus moves to Wheaton, Illinois.

The campus serves a rapidly growing student body with undergraduate and graduate programs in the College of Arts and Sciences, National College of Education, and College of Management and Business.

The West Suburban campus is home to several programs and services that have been key to the university's expansion both nationally and internationally. One is the Division of Collaborative Services, which assists National-Louis University's colleges and continuing education unit, other educational institutions and corporations in achieving their educational goals.

Elgin Facility

The West Suburban campus reaches out to the community with programs also offered at the Elgin Facility, 400 Federation Place, conveniently located at the Northwest Tollway and Route 31 interchange in Elgin. The facility offers undergraduate and graduate course work and programs in all three colleges of the university.

Academic Centers

St. Louis Academic Center

The St. Louis Academic Center of National-Louis University, located at Manchester/270, was founded in 1984 with the adult learner in mind. The oldest of the university's academic centers, it is steeped in the century-old tradition of innovation, commitment, and academic excellence that has been the trademark of the institution since its founding in 1886 as National College of Education.

The St. Louis Academic Center provides continuing education for adults employed full time through accelerated programs in which students attend class at convenient times and locations close to home or their place of employment.

St. Louis area students can pursue the Bachelor of Arts in Management, the Master of Science in Management, or the Master of Education in Curriculum and Instruction program. All classes meet at the center in West County downtown, in the Central West End of St. Louis, and North and South County locations.

The academic center's facilities include administrative offices, classrooms, a computer laboratory, and faculty offices. Currently more than 300 students are enrolled at the St. Louis Academic Center. A full range of university services—including enrollment counseling, financial services, student affairs, information and library assistance, and academic development—are provided at the academic center.

McLean Academic Center

The McLean Academic Center, located at 8000 Westpark Drive, McLean, VA, houses administrative and faculty offices, seven classrooms, an electronic library/information resource area, and a student lounge/lab area. Classes also are taught at other sites in the Northern Virginia area including Alexandria, Leesburg, Manassas, Herndon, Woodbridge, and Rosslyn.

The McLean Academic Center offers two accelerated degree programs: the Bachelor of Arts in Management, the Bachelor of Science in Management, and the Master of Science in Management.

The center was founded in 1986 to further the commitment of National-Louis University to serve the learning needs of adults, particularly working adults. The Center serves approximately 500 full-time students of the Washington, D.C. metropolitan area and provides a full range of university services including enrollment counseling, financial aid and financial services, student affairs, information and library assistance, academic services, and academic development. Instruction and services are scheduled during daytime, evening, and weekend hours to accommodate the adult student population.

Tampa Academic Center

The Tampa Academic Center opened in 1988 in Urban Centre Two, near Tampa's International Airport at 4890 West Kennedy Boulevard. Among the academic centers, the Tampa facility is unique in the number of degree offerings available to qualified students and in the geographical range of its service area.

Currently available to students are the Bachelor of Arts in Applied Behavioral Science, the Bachelor of Arts in Management, the Master of Science in Management, and the Master of Education in Curriculum and Instruction.

In addition to those classes held in the academic center itself, students are currently served through class sites in Clearwater, Lakeland, St. Petersburg, Sarasota, Brandon, and at several locations in the Orlando area.

The Tampa Academic Center facilities include administrative offices, classrooms, a computer laboratory, and faculty offices. The academic center currently serves more than 150 students. Enrollment counseling, financial services, information and library assistance, student affairs, and academic development services are provided at the center.

Milwaukee and Beloit Academic Centers

The Milwaukee Academic Center, located in suburban Brookfield at 325 North Corporate Drive, is the administrative site for field programs offered to residents of southeastern Wisconsin.

Housed in a corporate office park, facilities include administrative offices, classrooms, a computer laboratory, and faculty offices. Enrollment counseling, information and library assistance, student affairs, and academic development services are provided at the academic center.

Currently, the Master of Education in Curriculum and Instruction and seminars of general interest to working adults are offered in Wisconsin.

National College of Education's Master of Education Degree also is offered to residents of southern Wisconsin and northern Illinois through its Beloit location at 501 Prospect Street.

Late afternoon and evening classes meet at sites in 10 counties in southern Wisconsin. In addition, extension classes and workshops are offered at the centers and at other locations. The Milwaukee/Beloit Academic Center currently serves more than 200 students.

Atlanta Academic Center

The Atlanta Academic Center is located in the city of Atlanta on the Northeast Expressway, less than five minutes from Atlanta's downtown business district. Housed in a modern office building, its facilities include administrative offices, classrooms, a computer learning laboratory, and faculty offices. The location and facilities of the center make it an ideal setting for offering evening and weekend degree programs to working adults in the metropolitan area.

Academic programs offered through the center include the Bachelor of Arts in Applied Behavioral Science as well as continuing education courses in various areas of student interest.

The Atlanta Academic Center, opened in the spring of 1990, has an enrollment approaching 200 students. A full-time faculty of four and a professional staff of seven work harmoniously to further National-Louis University's mission of expanding educational opportunities to nontraditional students. A full range of university services including enrollment counseling, financial services, student affairs, information and library assistance, and academic development are available to students at the Atlanta Academic Center.

Heidelberg Academic Center

The Heidelberg Academic Center of National-Louis University is located in Heidelberg, Germany. Founded in 1989, the center was established to meet the educational needs of the U.S. Department of Defense School Teachers throughout the Federal Republic of Germany.

Students of the Heidelberg Center can pursue the Master of Education in Curriculum and Instruction and meet once a week in classrooms located near their area of work.

Alumni Statement

National-Louis University has more than 20,000 alumni living across the country and working in schools, hospitals, recreation centers, community theaters, senior citizen centers, counseling centers, law offices, businesses, and volunteer organizations.

Alumni groups organize mini-reunions in places as far distant as Southern California and New England. Each summer, the Alumni Reunion Weekend, held on-campus, attracts hundreds of alumni who come to renew warm and valuable friendships with classmates and faculty members and to revitalize their ties to the university.

Area alumni enjoy the benefits of attending university events, from soccer and basketball games to theater performances and lectures. They also take advantage of university facilities such as the library and swimming pool.

Whenever possible, National-Louis University tries to keep alumni actively involved in University life.

1992-94 Calendar

Academic Calendar 1992-93

1992 Fall Quarter

September	1-2	Tuesday-Wednesday	Faculty Workshops
	7	Monday	Labor Day Holiday (University Closed)
	8	Tuesday	Baker School opens
	8-12	Tuesday-Saturday	Undergraduate orientation and registration
	14	Monday	Fall Quarter classes begin
	28	Monday	Graduate/Undergraduate—Chicago/Evanston/West Suburban Campuses
			Rosh Hashanah*
October	2	Friday	Graduate/Undergraduate on-campus class lists due
	2	Friday	Diploma application deadline for December 6, 1992 graduation
	7	Wednesday	Yom Kippur*
November	22	Sunday	Fall Quarter classes end
			Undergraduate Chicago/Evanston/West Suburban Campuses
	23	Monday	Additional class day; Make-up day**/Undergraduate
	24	Tuesday	Grades due/Undergraduate
	23-25	Monday-Wednesday	No classes/Graduate
	26-27	Thursday-Friday	Thanksgiving Holiday (University Closed)
	28-29	Saturday-Sunday	No classes/Graduate level
December	6	Sunday	Fall Quarter classes end: Graduate—Chicago/Evanston/West Suburban Campuses
	7	Monday	Grades due/Graduate
	9-10	Wednesday-Thursday	Faculty Workshops

1993 Winter Quarter

January	1	Friday	New Year's Day (University Closed)
	4-6	Monday-Wednesday	Undergraduate orientation and registration
	7	Thursday	Chicago/Evanston/West Suburban Campuses
			Winter Quarter classes begin: Graduate/Undergraduate—Chicago/Evanston/West Suburban Campuses
	18	Monday	Martin Luther King, Jr. Day (University Closed)
	22	Friday	Diploma application deadline for March 27, 1993 graduation
	27	Wednesday	Graduate/Undergraduate on-campus class lists due
February	15	Monday	President's Day (Classes in session)
March	5	Friday	For June 12, 1993, and all August graduates who want to participate in the June commencement ceremony
	17	Wednesday	Winter Quarter classes end
			Undergraduate—Chicago/Evanston/West Suburban Campuses
	18	Thursday	Additional class day; Make-up day**/Undergraduate
	19	Friday	Grades due/Undergraduate
	27	Saturday	Winter Quarter classes end: Graduate—Chicago/Evanston/West Suburban Campuses
	29	Monday	Grades due/Graduate

1993 Spring Quarter

March	29-	Monday-Saturday	Undergraduate orientation and registration
April	3	Saturday	Chicago/Evanston/West Suburban Campuses

20	Sunday	Hanukkah*
24	Thursday	Christmas Eve* (University Closed)
25	Friday	Christmas* (University Closed)

	5	Monday	Spring Quarter classes begin
			Graduate/Undergraduate—Chicago/Evanston/West Suburban Campuses
	6	Tuesday	Passover*
	9	Friday	Good Friday*
	11	Sunday	Easter*
	23	Friday	Graduate/Undergraduate on-campus class lists due
May	31	Monday	Memorial Day (University Closed) (observed)
June	12	Saturday	Commencement
	13	Sunday	Spring Quarter classes end
			Undergraduate—Chicago/Evanston/West Suburban Campuses
	14	Monday	Additional class day; Make-up day**/Undergraduate
	15	Tuesday	Grades due/Undergraduate
	19	Saturday	Spring Quarter classes end
			Graduate—Chicago/Evanston/West Suburban Campuses
	21	Monday	Grades due/Graduate

1993 Summer Quarter

June	23-26	Wednesday-Saturday	Undergraduate orientation and registration
			Chicago/Evanston/West Suburban Campuses
	28	Monday	Summer Quarter classes begin: Graduate/Undergraduate—Chicago/Evanston/West Suburban Campuses
July	4	Sunday	Independence Day (University Closed)
	16	Friday	Diploma application deadline for August 22, 1993 graduation
August	22	Sunday	Summer Quarter classes end
			Graduate/Undergraduate—Chicago/Evanston/West Suburban Campuses
	23	Monday	Additional class day; Make-up day**/Undergraduate
	24	Tuesday	Grades due/Graduate/Undergraduate

September	6	Monday	Labor Day Holiday (University Closed)
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1993 Fall Quarter

September	1-2	Wednesday-Thursday	Faculty Workshops
	6	Monday	Labor Day Holiday (University Closed)
	7	Tuesday	Baker Demonstration School opens
	7-11	Tuesday-Friday	Undergraduate orientation and registration
			Chicago/Evanston/West Suburban Campuses
	13	Monday	Fall Quarter classes begin
			Graduate/Undergraduate—Chicago/Evanston/West Suburban Campuses
	16	Thursday	Rosh Hashanah*
	25	Saturday	Yom Kippur*
October	1	Friday	Graduate/Undergraduate on-campus class lists due
November	21	Sunday	Fall Quarter classes end: Undergraduate
			Chicago/Evanston/West Suburban Campuses
	22	Monday	Additional class day; Make-up day**/Undergraduate
	23	Tuesday	Grades due/Undergraduate
	22-24	Monday-Wednesday	No classes/Graduate
	25-26	Thursday-Friday	Thanksgiving Holiday (University Closed)
	27-28	Saturday-Sunday	No classes/Graduate level
December	4	Saturday	Fall Quarter classes end: Graduate—Chicago/Evanston/West Suburban Campuses
	6	Monday	Grades due/Graduate
	7-8	Tuesday-Wednesday	Faculty Workshops
	9	Thursday	Hanukkah*
	24	Friday	Christmas Eve* (University Closed)
	25	Saturday	Christmas* (University Closed)

* Religious holidays included for informational purposes only.

** Classes missed for reasons of holiday and/or cancelled class need to be made up by instructor arrangement on either the make-up day or another day.

* Religious holidays included for informational purposes only.

** Classes missed for reasons of holiday and/or cancelled class need to be made up by instructor arrangement on either the make-up day or another day.

1994 Winter Quarter

January	1	Saturday	New Year's Day (University Closed)
	4-8	Tuesday-Saturday	Undergraduate orientation and registration—Chicago/Evanston/West Suburban Campuses
	10	Monday	Winter Quarter classes begin Graduate/Undergraduate—Chicago/Evanston/West Suburban Campuses
	17	Monday	Martin Luther King, Jr. Day (University Closed)
	28	Friday	Graduate/Undergraduate on-campus class lists due
February	21	Monday	President's Day (Classes in session)
March	20	Sunday	Winter Quarter classes end: Undergraduate—Chicago/Evanston/West Suburban Campuses
	21	Monday	Additional class day; Make-up day**/Undergraduate
	22	Tuesday	Grades due/Undergraduate
	26	Saturday	Winter Quarter classes end: Graduate—Chicago/Evanston/West Suburban Campuses
	27	Sunday	Passover*
	28	Monday	Grades due/Graduate

1994 Spring Quarter

March	29-	Tuesday-	Undergraduate orientation and registration—
April	2	Saturday	Chicago/Evanston/West Suburban Campuses
	1	Friday	Good Friday*
	3	Sunday	Easter*
	4	Monday	Spring Quarter classes begin: Graduate/Undergraduate—Chicago/Evanston/West Suburban Campuses
	22	Friday	Graduate/Undergraduate on-campus class lists due

May	30	Monday	Memorial Day (University Closed) (observed)
June	11	Saturday	Commencement
	12	Sunday	Spring Quarter classes end: Undergraduate—Chicago/Evanston/West Suburban Campuses
	13	Monday	Additional class day; Make-up day**/Undergraduate
	14	Tuesday	Grades due/Undergraduate
	18	Saturday	Spring Quarter classes end: Graduate—Chicago/Evanston/West Suburban Campuses
	20	Monday	Grades due/Graduate

1994 Summer Quarter

June	22-24	Wednesday-Saturday	Undergraduate orientation and registration—Chicago/Evanston/West Suburban Campuses
	27	Monday	Summer Quarter classes begin: Graduate/Undergraduate—Chicago/Evanston/West Suburban Campuses
July	4	Sunday	Independence Day (University Closed)
August	21	Sunday	Summer Quarter classes end: Graduate/Undergraduate—Chicago/Evanston/West Suburban Campuses
	22	Monday	Additional class day; Make-up day**/Undergraduate
	23	Tuesday	Grades due/Graduate/Undergraduate
September	5	Monday	Labor Day Holiday (University Closed)

Amended: Academic Calendar Committee 2/25/92

* Religious holidays included for informational purposes only.

** Classes missed for reasons of holiday and/or cancelled class need to be made up by instructor arrangement on either the make-up day or another day.

University Expenses

The tuition charges assessed do not cover the full instructional and operational costs involved in educating a student. The university receives additional funding from several sources including contributions by private individuals and corporations who recognize the quality of education provided by the university. The university operates an extensive financial assistance program, with over one-half of all full-time students receiving some form of financial assistance for student tuition and other costs of education.

Registration and tuition fees are established by the Board of Trustees. These fees are subject to change without notice. The 1992-93 credit hour fee schedule is as follows:

Tuition and Fee Schedule 1992-93

This information is current as of the catalog publication date. The quarterly bulletins will contain the most current fee information.

Undergraduate Tuition and Fees 1992-93

On-Campus Programs

Application fee	\$ 25.00
Tuition deposit (nonrefundable)	150.00

Tuition:	
Summer (1992)	95.00/QH
Fall, Winter, Spring*	190.00/QH
Full-time/FWS; @ 15QH/term	8,550.00
Full-time/term @ 15 QH	2,850.00

Fees:	
Course audit fee (not for credit)	Same as credit fees
Credit by proficiency	80.00
Fees for private applied music lessons for academic credit - in addition to regular tuition	20.00/QH

* Includes student activity, program, and service fee

Off-Campus Degree Programs

Application fee	\$ 25.00
Tuition deposit (nonrefundable)	75.00

Tuition:	
Per quarter hour	190.00/QH
Full-time/term @ 12QH	2,280.00/Term
Full-time/term @ 15QH	2,850.00/Term
Full-time for four terms (48QH)	9,120.00
Full-time for three terms (45QH)	8,550.00

Fees:	
Material Fees:	
Applied Behavioral Science (ABS)	120.00/Term
Management (BA/M)	125.00/Term
Management (BS/M)(Pending)	
Health Care Leadership (HCL)	150.00/Term
Credit by Portfolio Fees:	
Application fee	100.00
Per Essay Assessed	80.00

Extension Programs

Tuition: per quarter hour	95.00/QH
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Graduate Tuition and Fees 1992-93

Application fee	\$ 25.00
Tuition deposit (nonrefundable)	75.00

Tuition:	
National College of Education (On-Campus Programs)	280.00/SH
National College of Education (Off-Campus Degree Programs)	270.00/SH
College of Arts & Sciences (All Programs)	270.00/SH
College of Management & Business (All Programs)	270.00/SH
Extension Programs	150.00/SH

Fees:	
Off-Campus Degree Programs	
Materials Fees:	
Master of Education (MED)	250.00/Program Total
Master Science in Management (MSM)	330.00/Term I
	220.00/Term II
	155.00/Term III
	190.00/Term IV

General Fees

Miller Analogy Test fee	\$ 40.00
Watson-Claser Critical Thinking Appraisal	15.00
Late registration fee	20.00
Processing fee for withdrawing from courses with tuition refund	20.00

20

Duplicate transcript of records, per copy.....	3.00
Next day service, per copy	6.00
Transcript with completion statement.....	10.00
Special letters	10.00
Course descriptions.....	5.00
Grade letters	10.00
Graduation fee.....	40.00
Certificate fee	20.00
Diploma reorder (each time).....	10.00
Student I.D. Replacement fee.....	5.00
Deferred Payment Plan fee	25.00/Term
Extended Payment Plan fee	20.00
Late Payment fee.....	5.00
Payment Plan finance charge: 1-1/2% per month on outstanding balances	
Returned check/credit card rejection fee	25.00

Room & Board 1992-93

Room		Board			Room & Board		
Per Quarter		A*	B*	C*	A	B	C
Double room	650	650	685	805	1,300	1,335	1,455
Single room	805	650	685	805	1,455	1,490	1,610
Double-as-single	970	650	685	805	1,620	1,655	1,775

Three Quarters (Fall, Winter, Spring)

Double room	1,950	1,950	2,055	2,415	3,900	4,005	4,365
Single room	2,415	1,950	2,055	2,415	4,365	4,470	4,830
Double-as-single	2,910	1,950	2,055	2,415	4,860	4,965	5,325

Weekly rates - Room only/Board: A La Carte

Double room	70.00
Single room	84.00
Double-as-single	105.00

Resident students pay both room and board charges for each period of registration.

Room deposit fee/damage fee (nonrefundable after 8/1/92)	50.00
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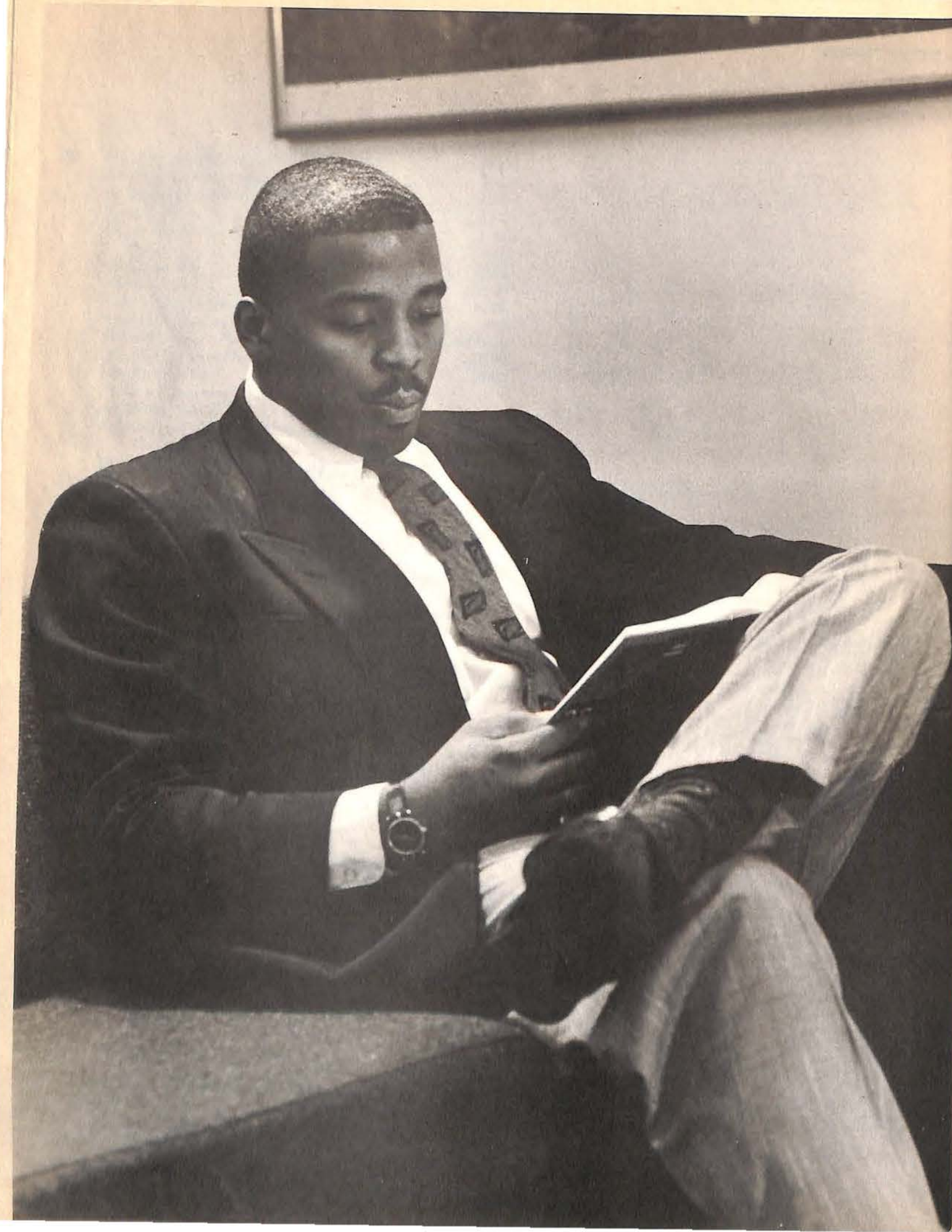
Non National-Louis University students.....100.00

Guest rates: Overnight rooms—All rooms \$20.00 per person per night

* Point Plans: (A) 16,000; (B) 20,000; (C) 31,000

Academic Programs

23



24 College of Arts and Sciences

Programs	Degrees			
	M.S.	M.Ad.Ed.	C.A.S.	Professional Certifications
Adult and Continuing Education				
Adult Education		<input type="checkbox"/>	<input type="checkbox"/>	
Developmental Studies		<input type="checkbox"/>	<input type="checkbox"/>	
Human Services				
Addictions Counseling	<input type="checkbox"/>			<input type="checkbox"/>
Addictions Treatment Studies				<input type="checkbox"/>
Administration	<input type="checkbox"/>			<input type="checkbox"/>
Community Wellness and Prevention	<input type="checkbox"/>			<input type="checkbox"/>
Counseling	<input type="checkbox"/>			<input type="checkbox"/>
Eating Disorders				<input type="checkbox"/>
Employee Assistance Programs	<input type="checkbox"/>			<input type="checkbox"/>
Gerontology Counseling	<input type="checkbox"/>			<input type="checkbox"/>
Gerontology Administration				<input type="checkbox"/>
Gerontology Generalist Studies				<input type="checkbox"/>
Long Term Care Administration				<input type="checkbox"/>
Written Communication	<input type="checkbox"/>			

College of Management and Business

Programs	Degrees			
	M.S.	M.Ad.Ed.	C.A.S.	Professional Certifications
Human Resource Management and Development	<input type="checkbox"/>			
Management*	<input type="checkbox"/>			

* Offered in Field experience program model at the following locations: Chicago metropolitan area; Tampa, Florida; St. Louis, Missouri; and McLean, Virginia

National College of Education

Programs	Degrees						
	M.A.T.	M.Ed.	M.S. Ed.	C.A.S.	Ed.S.	Ed.D.	State Certification by Entitlement
Computer Education		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Curriculum and Instruction		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
ESL/Bilingual		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Type 73
School Nurse Sequence		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Generalist Program		<input type="checkbox"/>		<input type="checkbox"/>			
ESL Bilingual		<input type="checkbox"/>		<input type="checkbox"/>			Type 73
School Nurse Sequence		<input type="checkbox"/>		<input type="checkbox"/>			
Early Childhood Certification	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			Type 04
Early Childhood Curriculum and Instruction		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Early Childhood Leadership and Advocacy*		<input type="checkbox"/>					
Educational Leadership							
Administration and Supervision		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Type 75
Superintendent Endorsement					<input type="checkbox"/>	<input type="checkbox"/>	Type 75
Educational Psychology/School Psychology			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Type 73
Elementary Education	<input type="checkbox"/>						Type 03
Instructional Leadership						<input type="checkbox"/>	
Interdisciplinary Studies in Curriculum and Instruction **		<input type="checkbox"/>			<input type="checkbox"/>		
Leadership in Curriculum and Teaching ***							
Mathematics Education		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Reading and Language						<input type="checkbox"/>	
Reading Specialist		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Type 10†
Writing		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Language and Literacy		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Science Education		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Special Education							
Learning Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Type 10†
Behavior Disorders		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Type 10†
Learning Disabilities/Behavior Disorders		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Type 10†
General Special Education		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

* Offered in Field-based model in the Chicago metropolitan area.
** Offered in Field-based model at the following locations: Chicago metropolitan area; St. Louis, Missouri; Milwaukee/Beloit, Wisconsin; Tampa, Florida; and Heidelberg, Germany.
*** Offered in Field-based model at the following locations: Chicago metropolitan area; Milwaukee/Beloit, Wisconsin; and Heidelberg, Germany.
† Supervisory Endorsement Available

College of Arts and Sciences

27



College of Arts and Sciences

The College of Arts and Sciences supports the academic objectives of National-Louis University with an excellent teaching faculty and innovative instructional programs. Although the core disciplines of the College continue to be the traditional liberal arts and sciences, the College's educational philosophy emphasizes the application of theory to practice. Consequently, the College's related professional programs are exceptional examples of practitioner-oriented education. These instruction programs are offered by faculty members committed to maximizing student achievement. With the use of carefully tailored student assessment practices and appropriate supplemental instruction, the College of Arts and Sciences insures that each student has the opportunity to realize the highest level of personal excellence.

Admission Procedures

All candidates must have the following documents on file with the Director of Admission prior to consideration for admission to any program in the College of Arts and Sciences.

1. A baccalaureate degree from an accredited institution showing evidence in undergraduate work of the ability to pursue graduate study. This is generally interpreted to mean that the student, in the junior and senior years of undergraduate study, has received a grade point average of 3.0 or better on a 4.0 scale.
2. A completed application which includes a single page writing sample describing the applicant's reason for seeking admission for graduate study.
3. A nonrefundable application fee (see fee schedule).
4. Official transcripts from each college or university attended or a transcript showing completion of a master's degree program.
5. Scores from the Watson-Glaser Critical Thinking Appraisal, which is administered by the Admission Office. Also acceptable are scores from the Graduate Record Examination or the Miller Analogies Test or other standardized graduate level exams taken within the past five years. This requirement is waived for persons who have a master's degree.
6. Three letters of recommendation from persons who have known the applicant professionally or personally.
7. Admission interview with a faculty advisor for the selected academic program.

Applicants who already hold a master's degree from an accredited institution are required to submit only the transcript from the college or university granting their first master's degree. These applicants are not required to submit scores from standardized tests.

All applicants for the Certificate of Advanced Study must hold a master's degree from an accredited institution.

Applicants to certificate programs are required to follow the same steps outlined above for admission.

As soon as all required documents have been received, the applicant's file will be reviewed by the program faculty. Recommendations of the faculty are referred to the Director of Admission for appropriate action. Information from the application statement, academic records, test scores, and references are evaluated and utilized in the admissions review process.

Applicants will be notified in writing as to whether they have been admitted and whether the admission status is full standing or provisional admission.

International Student Admission

Residents of foreign countries who desire to study at National-Louis University must satisfy the following requirements for admission and issuance of the Student Visa.

1. Application for admission accompanied by;
2. Application fee (nonrefundable);
3. Three letters of recommendation;
4. Official transcripts from all colleges and universities attended with indication of an earned baccalaureate degree or equivalent. Transcripts must be submitted with an English translation and evaluation.
5. Financial affidavits showing ability to meet all financial responsibilities, including transportation costs, round-trip and summer costs, and certification that return fares are on deposit.

Nonnative English speaking international students will be assessed by the NLU Language Institute prior to their first registration at the university. International students are required to satisfy the placement recommendations of the Language Institute faculty prior to registration in graduate program courses.

Status of Formally Admitted Student

Full Standing

The student has met all admission criteria without qualification.

Provisional Standing

Students who are deficient in one or more admissions criteria but show evidence of potential for successful academic work are admitted with a provisional qualification.

A provisionally admitted student must maintain at least a 3.00 (B) Grade Point Average (GPA) in the first four (4) graded courses or nine (9) semester hours taken after admission, whichever comes first. These courses may not be extension courses, transfer credits, workshops, independent studies, internships, or practicums. If the student achieves at least a 3.00 GPA at the end of this probationary period, he/she will be upgraded to full standing status. If the GPA falls below 3.00 at the end of the probationary period, the student will be dropped from the graduate degree program. If the student wishes to appeal this decision, he/she must petition the governance unit designated by the respective college to deal with graduate admission and retention issues.

Transfer Between Graduate Programs

Students wishing to transfer from one graduate program to another within the university must request permission to do so. A written request should be directed to the Admission Office of the College in which the student is currently enrolled. Any special admission requirements for the program must be met. The academic record will be evaluated and admission status to the new program will be based on this evaluation. The student will be notified of the decision and new academic standing.

Limitation on Credits Earned Before Admission

No more than one half of the required credit hours may be completed before admission to the degree program. Credits earned from other institutions, extension courses and workshops offered by the university, and all on-campus credits earned before acceptance to the degree program will be included in this limitation. Candidates are advised to apply for admission as early in the program as possible so that all coursework will count toward fulfilling degree requirements.

Transfer of Credit

Graduate hours completed in an accredited institution that offers graduate degrees may be transferred into a graduate program at National-Louis University (NLU) unless departmental or other institutional regulations prevent it. Such institutions are either those approved by one of the regional accreditation associations or those approved by some of the agencies recognized by the Council on Postsecondary Education. The number of credit hours that may be transferred is determined on an individual basis. No transfer is automatic. For those graduate programs which accept transfer credit, a maximum of nine semester hours or 25% of the coursework required for the degree, whichever is greater, may be transferred. The following criteria apply to the transfer of credit:

- 1. Grade must be bona fide graduate credit that would have fulfilled graduate degree requirements in the college at which the course was offered.
- 2. It must not have been used towards a degree which was awarded.
- 3. It may be graduate work completed elsewhere after admission to NLU and for which a degree was not awarded.

Ordinarily, credit earned more than six calendar years before admission to the Graduate College is not transferred. Graduate credit earned as a nondegree student at NLU may be transferred into a degree program. Such credit is computed as part of the maximum number of transfer credits permitted. Students must petition for transfer of credit at the time of application for admission. This petition must include a transcript showing satisfactory completion of the course, and such supportive evidence as may be needed to establish relevance of content to the student's degree program. Transfer of credit will be approved by the advisor and program director, after verification of level and school accreditation by the Registrar's Office. Courses with a grade below B cannot be used for transfer credit.

Study Plan

The number of credits which must be completed vary with the program in which the student is enrolled. Candidates for degrees are required to have Graduate Study Plans which indicate all requirements to be fulfilled for the selected program. Graduate Study Plans are developed in consultation with the student's advisor and constitute a contract between the university and the student regarding conditions for awarding the degree certificate. Therefore, students should review their Plan prior to selecting courses and should consult with their advisor concerning any proposed changes. Deviations from the Plan must be approved in advance by the student's advisor and a Graduate Study Plan Change Form completed and transmitted to the Registrar's Office.

Required Course Waiver

Students may request waiver of one or more required courses if previous academic work or experience indicates a high degree of competency in the content of the course. Waiver of a required course does not grant equivalent credit toward the degree; it permits the student to substitute an appropriate elective course for the waived course. A Course Waiver Request Form must be completed by the student and the advisor and submitted with appropriate documentation to the program director. If approved, the approval to waive the course is entered on the Graduate Plan Study.

Adult and Continuing Education Programs

The Division of Language and Academic Development delivers undergraduate and graduate course work, grants graduate degrees, promotes lifelong learning, and responds proactively to the university's needs by providing educational services that uphold academic standards and increase student persistence while affirming and furthering institutional diversity. The Department of Adult and Continuing Education supports this mission by providing educational programs which increase the knowledge and skills needed for engaging in the various professions which have the adult learner as their central focus.

Adult Education Program (M. Ad. Ed.)

The Master of Adult Education program is designed to provide students with the skills to facilitate the education, training, and development of adults in a variety of settings. The Adult Education program meets individual needs through the promotion of personal and professional growth and expanding career opportunities. It meets sociological needs through the promotion of literacy, English language acquisition, valuing diversity, and community education. It meets organizational

needs through the promotion of learning in the work place.

The goal of the Master of Adult Education at National-Louis University is to provide a complete professionalizing experience in key areas of adult learning and development. Specifically, it builds on the learner's existing career and professional expertise, while updating new knowledge and skills.

The program is ideal for student development staff at community colleges and other postsecondary institutions, educational specialists in the armed forces, government agencies, volunteer organizations, professional associations and secondary educational institutions, staff of community-based organizations, health and community education professionals, and staff development and training personnel.

The content of the program offers an essential blend of theory and practice. Course work combines classroom instruction with independent inquiry. The independent inquiry process is an integral part of the instructional design providing an opportunity to individualize the program to respond to the learners' unique needs.

Course Requirements		34 SH
ACE501	History and Philosophy: Adult and Continuing Education	3
ACE503	Adult Development and Learning	3
ACE510	Instructional Design and Delivery	3
ACE511	Program Development	3
ACE520	Administration of Adult and Continuing Education Programs	3
ACE521	Counseling the Adult Student in Nonclinical Settings	3
ACE522	Multicultural Issues in Adult and Continuing Education	3
ACE530	Contemporary Issues in Adult and Continuing Education	3
ACE593	Integrative Seminar in Adult and Continuing Education	2
INT512A	Research Design and Methodology	3
INT519	Principles and Methods of Group Communications Workshops (2)	3
	Electives	2
Other courses offered by the Department of Adult and Continuing Education:		
ACE503A	Adult Development	2
ACE503B	Adult Learning	2
ACE540	Introduction to Adult and Continuing Education	3
ACE541	Conference and Workshop Management	2
ACE542	Budgeting in Adult and Continuing Education	2
ACE543	Marketing Education Programs and Services in Adult and Continuing Education	2
ACE544	Policies and Prospects: Adult and Continuing Education	2

ACE545	Evaluation of Instructional Programs	3	33
ACE580	Workshops (Topics Vary)	1-4	
ACE590	Internships in Adult and Continuing Education	1-3	
ACE591	Field Study in Adult and Continuing Education	1-3	
ACE594	Independent Study in Adult and Continuing Education	1-3	
ACE595	Special Topics	1-3	
ACE599	Thesis		
ACE599B	Field Study/Thesis-Project Advisement	1	
INT506	Media Selection and Delivery in Education Programs	3	

Developmental Studies Program (M. Ad. Ed.)

The overall goal of Developmental Studies is to train professionals to facilitate learning assistance at the postsecondary level. Students will be prepared to design curriculum, develop and administer assessment tools, provide direct instruction, manage learning centers, train faculty and tutors, and provide consultation.

The curriculum has been carefully designed to allow students to complete the program in four quarters. To facilitate graduate study for the working adult, courses are offered on Friday evening and Saturday morning. In order to complete the program in 12 months, students enroll for three courses each term: two core courses and one course from the math, writing, or reading specialization sequence.

Course work includes classroom instruction and independent inquiry. Through the independent inquiry process, learners apply theory to practice as they develop a project designed to meet individual professional goals.

The required core course work comprises 24 semester hours of the total Developmental Studies course of study.

Course Requirements		24 SH
ACE550	History and Philosophy of Developmental Education	3
ACE503	Adult Development and Learning	3
ACE511	Program Development	3
ACE521	Counseling the Adult Student in Nonclinical Settings	3
ACE551	The Use of Learning Technology Systems in the Delivery of Developmental Education	3
ACE595	Special Topic/Elective	1-3
INT512A	Research Design and Methodology	3
LAP406	Theories of Cognitive Psychology	3

In addition to required, core course work, students may choose to focus on reading, writing, or math. Course work for each specialization comprises 12 semester hours of the total concentration.

34 Reading Specialization 12 SH Human Services Programs

ACE560R	Theoretical Foundations for the Reading Process and Applications to Postsecondary Instruction	3
ACE561RW	Making the Reading and Writing Connection at the Postsecondary Level	3
ACE562R	Strategies for Postsecondary Reading Instruction	3
ACE563R	Analysis and Assessment of Reading Comprehension at the Postsecondary Level	3

Writing Specialization 12 SH

ACE560W	Theoretical Foundations for the Writing Process and Applications to Postsecondary Instruction	3
ACE561RW	Making the Reading and Writing Connection at the Postsecondary Level	3
ACE562W	Strategies for Postsecondary Writing Instruction	3
ACE563W	Analysis and Assessment of Writing at the Postsecondary Level	3

Math Specialization 12SH

ACE560M	Theoretical Foundations for Learning and Teaching Mathematics at the Postsecondary Level	3
ACE563M	Analysis and Assessment of Mathematics Comprehension at the Postsecondary Level	3
ACE565M	Teaching Mathematics to the Postsecondary Student I	3
ACE566M	Teaching Mathematics to the Postsecondary Student II	3

Adult Education (C.A.S.) Developmental Studies (C.A.S.)

This program is designed for people who already have a master's degree in another field and who want to pursue additional study in the field of adult education and/or developmental studies. The Certificate of Advanced Study requires a minimum of 30 semester hours.

Through the inquiry process, each program is individually designed to meet the student's needs. Students are expected to complete all required courses for the certificate of completion as part of this option. Students considering this option should consult the Chair of the Adult and Continuing Education Department for counseling before applying to the program.

Human Services Programs

The graduate degree and certificate curricula in Human Services at National-Louis University are designed to build the knowledge and skills for leadership roles in human service management and in counseling special populations. Small classes enable full participation of students. Course work, field projects, and internships provide opportunities to integrate theory and practice. The program is intended for both experienced and prospective human service professionals. Admission to the Programs requires a "B" Average undergraduate GPA; a score of 48 (50 percentile) on the Watson Glaser Test (or equivalent graduate exam score); three Letters of Reference; and recommendation of the faculty per admission interview with faculty. Applicants are screened for suitability.

The Department of Human Services at National-Louis University offers multidisciplinary Master of Science degrees. These programs are designed to develop and refine the skills of current and prospective professionals seeking training for counseling and administrative roles within human services organizations. The program curricula emphasize integrated care for the whole person, client empowerment, and accountability to the community. In addition, a variety of specialized professional certificate programs are available at the postbaccalaureate level.

The programs are designed for working adults who may elect to enroll on a full- or part-time basis. All required courses, except for internships, will be offered in the evening or on Saturdays, although nonrequired elective courses may be available at other times. The Graduate Human Service programs are offered at NLU's Evanston and Lombard campuses. Graduate course work may be periodically available at the Chicago campus. Upper-level undergraduate students may take selected graduate courses upon undergraduate advisor and instructor approval.

The student is at all times responsible for obtaining Advisor Approval of their individualized program of studies and is further referred to the Human Services Graduate Student Handbook and the Human Service Graduate Internship Program Handbook. These handbooks are available on each campus and further define and clarify policies, expectations, and requirements of the students' program of study. Handbook policies and programmatic revisions contained therein may supersede the general descriptions and explanations set forth in this catalog.

Professional Responsibility in Human Service Work

In addition to the usual academic expectations, the faculty of the Department of Human Services emphasizes that student success also means demonstrating responsible and ethical behavior towards self and others. Each student pursuing human service study is expected to subscribe to the code of ethics and to abide by the Department's policy on attitudes and behavior with respect to drug use, as published in the Human Services Student Handbook.

Policy Statement for Students in Human Services

The pursuit of study in alcoholism/substance abuse demands of all students responsible attitudes and behavior with respect to drug use. Any inappropriate or abusive drug use may necessitate a meeting with the program coordinator, and the student may be requested to engage in treatment before continuing the program.

Recovering alcoholics and recovering substance abusers face a significant challenge in learning to see their recovery programs in the context of the field at large. Those who have at least one year of sobriety/abstinence before beginning their studies are less vulnerable to relapse. While there is no abstinence requirement for most course work, it is strongly recommended that recovering persons register for internship courses only if they have one year of abstinence/sobriety. All recovering persons should feel free to meet with the program coordinator or their advisor to clarify conflicts between the field at large and the student's recovery program.

If relapse occurs during the internship course, the student may be requested to stop the internship; it is strongly recommended that the student be abstinent for at least three months before returning to the internship site. In addition, the student may be requested to verify that he or she is engaged in an alcoholism/substance abuse treatment program before continuing alcoholism/substance abuse studies at National-Louis University.

Human Services Student Minimum Performance Criteria

It is also the responsibility of the Human Services faculty to assess students regularly in relation to their academic progress and professional development. Students are expected to fulfill the minimum criteria defined for human services students at all times. The Human Services faculty reserve the right to retain only those students who meet the defined minimum criteria. The faculty will provide feedback to the student relating to any areas of concern and discuss methods of improvement.

- follows policies and procedures and supervisory directions of the human services program and field placement agencies.
- demonstrates honesty in all matters.
- respects the rights of others.
- maintains a physically clean, neat, and appropriate professional appearance.
- refrains from unprofessional attention-getting behavior.
- maintains professional relationships with clients and agency staff and refrains from personal social relationships.
- will not come to school, class, or internship under the influence of alcohol or nonprescription drugs.
- will demonstrate an ability in class and internship to

separate their personal issues from their professional responsibilities.

Counseling Students Out of the Human Services Program

Faculty and administration at National-Louis University take the concept of preparing future professionals very seriously. We believe that the values and ethics needed to work in the Human Service Agencies will be reflected in the behavior of the students, both in the classroom as well as in the field. Thus, in order to evaluate performance on a continual basis, students are staffed at department meetings. Academic advisors and campus coordinators also review all Student Recommendation Forms and grades each quarter. If Faculty observe behavior that is in violation of the Code of Ethics or other behavior of concern, the faculty member and/or Department can recommend that the student be counseled out of the program. This means that even a straight "A" student can be advised to seek a different major either at National-Louis University or at some other institution. Examples of this would include: coming to class under the influence of alcohol or nonprescription drugs, consistent efforts to disrupt classroom activity either verbally or nonverbally, cheating or plagiarizing work, or personal issues consistently interfering with classroom learning.

The student is referred to the Human Service Program Student Handbooks to review the Code of Ethics as well for further information on this policy.

Student Rights and Appeals Processes

It is the students' obligation to read and become familiar with their rights and obligations as are further explained in the General Information section of this catalog as well as policies contained within the Student Guidebook of the Council on Student Affairs.

Internship Program

The goals of the internship program for the student, agency, and the university are:

- To provide students with experience upon which to build their professional careers; to provide students with an arena to practice the application of human service theories and techniques in field settings; to provide students with an opportunity to discover and refine their professional strengths and weakness.
- To broaden the student's concept of human service agencies and provide experiences that will expand the student's understanding of human behavior and organizational functions.
- To enable the student to develop an ability to think critically and analyze his/her own skills and techniques.

- D. To help the student grow in his/her own level of self-awareness.
- E. To provide the university with a practical setting for evaluating the student's performance.
- F. To establish and enhance communication between community agencies and the university.
- G. To offer practitioners an opportunity to cooperate and serve the profession through the preparation of professionals.

Students should note that most internship placements are during the day. Late afternoon, evening, and weekend sites may be available depending on the student's curriculum; however, this is the exceptional site and not the general rule. The agency placement process generally begins approximately 6-9 months prior to internship registration. This allows the student ample time to adjust work and/or family commitments to avoid possible schedule conflicts.

All students while in their internships are covered by malpractice insurance. Students upon registering for their internships are required to pay a one-time fee (current cost as of December 1991, \$20.00) to cover the cost of the insurance.

Although a common component of most helping professions educational programs, National-Louis University believes that our internships provide a unique, intense, and valuable learning experience. In addition to the excellent daily supervision and direction provided by agency staff, group and individual supervision is simultaneously provided by the faculty clinical coordinators of each campus in seminar settings. (See the Graduate Student Handbook and Campus Clinical Coordinators for more information.)

Human Services (M.S.)

Each student in the M.S. degree program completes a core of human services courses, a concentration, and internships. Programs are individualized in consultation with the Primary Graduate Advisor in cooperation with the student's specialty advisor. (Students who are new to the field of Human Services may be required to complete additional internships and courses as determined at the time of admission.) Students who have related work experiences and/or course work may petition to have specific program requirements waived and elective courses substituted. Internships may not be waived. Minimum credits necessary for the Master of Science in Human Services is 36 semester hours. Depending upon the student's chosen concentration, additional studies beyond the 36 minimum credits may be required. For Transfer of Credit Policy refer to page 32 of this catalog.

Core Course Requirements 16-18 SH

HSC501	Fundamentals of Counseling in Human Services	3
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HSC510	Theories of Counseling (formerly HSC400)	3
HSC512	Theory and Techniques of Group Counseling (formerly HSC401)	3
HS-581-583	Human Services Internships	2-3
HS-585	Internship Supervision	2-3
INT512A	Research Design and Methodology	3

Concentration in Addictions Counseling (IAODAP approved)

16 SH core course work plus the following:

Required Concentration Courses 20 SH

HSS430	Theory and Perspective of Addiction	3
HSS431	Physiology of Addictions	3
HSS530	Sociology of Addictions	2
HSS531	Addiction and the Family	3
HSS532	Advanced Clinical Intervention in Addictions	3
HSS593	Professional Seminar in Addictions	1
Electives under advisement		5

Concentration in Counseling

18 SH core course work plus the following:

Required Concentration Courses 18 SH

ACE503A	Adult Development or a Human Development course	2
HSC500	Human Service Delivery Systems	2
HSC503	Counseling and Human Development in a Multicultural Society (formerly HSC402)	3
HSC504	Clinical Techniques of Counseling	3
HSC506	Theory and Practice of Family Therapy	3
HSC593	Professional Seminar in Counseling	1
Electives under advisement		4

Concentration in Gerontology Counseling

18 SH core course work plus the following:

Required Concentration Courses 18 SH

HSC441	Health Care for Older Adults	3
HSC542	Programs and Public Policies for Older Adults (formerly HSC449)	3
HSC545	Introduction to Aging in America	3
HSC548	Counseling Elders and their Families	3
HSC593	Professional Seminar in Gerontology	1
LAP540	Abnormal Psychology of Aging (formerly HSC547)	3
Electives under advisement		2

Concentration in Administration

Core course work not applicable

Required Concentration Courses

HSA430	Computers in Human Services	2
HS-511	Program Development in Human Services	1
HSA520	Introduction to Human Service Administration	1
HSA521	Interviewing for Administrators	3
HSA522	Organization and Community Behavior	3
HSA523	Administration of Volunteer Programs	2
HS-510	Research Application in Human Services	3
HS-508	Research and Evaluation Methodology	3
HS-593	Professional Seminar	1
INT512	Fund Raising and Grantsmanship	3
MGT502	Management Information Systems	3
MGT507	Personnel Management	3
MGT504	Managerial Accounting and Finance	3
Elective in Community Connectivity		1
Electives		4

In addition to the course requirements, the student must complete a Professional Portfolio. The student may also select the option of taking an Internship or completing a Masters Thesis.

Concentration in Community Wellness and Prevention

Core course work not applicable

Required Concentration Courses

HSA520	Introduction to Human Service Administration	1
HSC500	Human Service Delivery Models and Trends	2
HSP450	Theory and Perspective on Prevention and Intervention	3
HSP555	Concepts in Prevention Program Management	3
HSP556	Prevention Integration Group (2 terms, 1 SH each)	2
INT512A	Research Design and Methodology	3
HS-511	Program Development in Human Services	1

Intervention Strategies Foundation

HSC501	Fundamentals of Counseling in Human Service	3
HS-415	Strategies of Community Intervention or	3
HSA522	Organization and Community Behavior	

Population/Skill/Knowledge Studies (PSK)

HSP551	Prevention and Intervention Models	3
* Electives under advisement		3
**Electives under advisement		3
Electives under advisement		2-3

Prevention Practice

HS-581	Human Service Internship I	1
HS-582	Human Service Internship II	1
HS-585	Internship Supervision (2 terms, 1 SH each)	2
* Required course or experience in Group Dynamics/Communication		
** Encouraged course or experience in Sociocultural/Changing Society		

NOTE: PSK course work (electives under advisement) per student need is to be directed at the study of a unique population of interest (gerontology, family), a specific societal problem (addictions, mental illness), or specific student need for professional skill (administration, management, educator skills).

Concentration in Employee Assistance Programs

Core course work not applicable

HSC502	Strategies of Crisis Intervention (formerly HSS595A)	3
HSC504	Clinical Techniques of Counseling	3
HSC505	Clinical Assessment and Diagnosis	3
HSE562	Employee Assistance Program	3
HSE563	Counseling in an EAP Setting	3
HSE593	Professional Seminar in EAP	1
HSS430	Theory and Perspective of Addictions	3
HSS431	Physiology of Addictions	3
HSS532	Advanced Clinical Intervention in Addiction Treatment	3
HS-581-583	Internship	3
HS-585	Internship Supervision	1
HS-406	Human Services and the Law	3
INT512A	Research Design and Methodology	2
Electives under advisement		1

For students seeking the Employee Assistance Program and Addictions Counselor Certification add the following:

HSS530	Sociology of Addictions	3
HSS531	Addiction and the Family	3
HSS532	Advanced Clinical Intervention in Addictions	3
HS-581-583	Human Services Internships (500 hours)	3
HS-585	Internship Supervision	1

Professional Graduate Certificate Program

Graduate certificate programs are intended primarily for professionals who already have a master's degree in human services or a related area. Students who do not have such a degree may be required to complete additional course work.

Certificate curricula are available on both the Lombard and Evanston campuses. Admission to the Certificate Programs normally requires the Masters Degree or equivalent knowledge and/or a score of 48 (50 percentile) on a Graduate entrance exam; three Letters of Reference; and recommendation of the faculty per admission interview with faculty. The student is expected to complete a minimum of 18-25 semester hours per advisement.

Addictions Counseling (IAODAP accredited) 24 SH

HSC501*	Fundamentals of Counseling in Human Services	3
HSC512*	Theory and Techniques of Group Counseling	3
HSS430	Theory and Perspectives of Addictions	3
HSS431	Physiology of Addictions	3
HSS530	Sociology of Addictions	2
HSS531	Addictions and the Family	3
HSS532	Advanced Clinical Intervention in Addictions	3
HS-581-583	Human Services Internships (500 hours/25 week minimum)	2
HS-585	Internship Supervision	2

* Course may be waived if equivalent can be documented

Addictions Treatment Studies 18 SH

(For those who have paid work experience in Addictions Treatment counseling or already have professional certification; the following plus electives under advisement to total 18 semester hours.)

HSS430	Theory and Perspectives of Addictions	3
HSS431	Physiology of Addictions	3
HSS530	Sociology of Addictions	2
HSS531	Addictions and the Family	3
Electives under advisement		7

Community Wellness and Prevention Studies 18 SH

HSC402	Counseling and Human Development in a Multicultural Society	3
HSC501	Fundamentals of Counseling in Human Service	3
HSP450	Theory and Perspective on Prevention and Intervention	3

HSP551	Prevention and Intervention Models	3
HSP555	Concepts in Prevention Program Management	3
HSA522	Organization and Community Behavior	3

Counseling Studies 18-24 SH

HSC501*	Fundamentals of Counseling in Human Services	3
HSC503	Counseling and Human Development in a Multicultural Society (formerly HSC402)	3
HSC504	Clinical Techniques of Counseling	3
HSC506	Theory and Practice of Family Therapy	3
HSC510	Theories of Counseling	3
HSC512*	Theory and Techniques of Group Counseling	3
Electives under advisement		3-6

* Course may be waived if equivalent can be documented

Eating Disorders (IAEDP approved) 12 SH

HSD500	Eating Disorders: Introduction and Overview	3
HSD508	Treatment Modalities for Eating Disorders	3
HSD510	Medical and Physiological Aspects of Eating Disorders	3
HSD512	Nutrition and Weight Control	3

Employee Assistance Programs 18-19 SH

HSC502	Strategies in Crisis Intervention	3
HSE562	Employee Assistance Programs	3
HSE563	Counseling in an EAP Setting	3
HS-581	Human Services Internship I	1
HS-582	Human Services Internship II	1
HS-585	Internship Supervision	1
HS-585	Internship Supervision	1
HSS532	Advanced Clinical Intervention in Addiction Treatment	3
HS-406	Human Services and the Law	3

Gerontology Counseling Studies 21 SH

HSC501*	Fundamentals of Counseling in Human Services	3
HSC512	Theory and Techniques of Group Counseling	3
HSC441	Health Care for Older Adults	3
HSC542	Programs and Policies for Older Adults	3
HSC545	Introduction to Aging in America	3
HSC548	Counseling Elders and Their Families	3
LAP540	Abnormal Psychology of Aging	3

* Course may be waived if equivalent can be documented

Gerontology/Administration 18 SH

HSA523	Administration of Volunteer Programs	3
HSC441	Health Care for Older Adults	3
HSC543	Administration of Community Programs for the Elderly	3
HSC544	Long-Term Care for Older Adults	3
HSC545	Introduction to Aging in America	3
HSC548	Counseling Elders and Their Families	3

Gerontology Generalist Studies 18 SH
(Five of the following plus electives under advisement to total 18 hours)

HSC441	Health Care for Older Adults	3
HSC542	Programs and Policies for Older Adults	3
HSC543	Administration of Community Programs for the Elderly	3
HSC545	Introduction to Aging in America	3
HSC548	Counseling Elders and Their Families	3
LAP540	Abnormal Psychology of Aging	3

Long-Term Care Administration 18 SH

HSC441	Health Care for Older Adults	3
HSC542	Programs and Policies for Older Adults	3
HSC544	Long-Term Care for Older Adults	3
HSC545	Introduction to Aging in America	3
HSC548	Counseling Elders and Their Families	3
HSC549	Long-Term Care Regulations	3

Human Service Administration 19 SH

HSA430	Computers in Human Services	2
HSA511	Program Development in Human Services	1
HSA520	Introduction to Human Service Administration	1
HSA521	Interviewing for Administrators	3
HSA522	Organization and Community Behavior	3
MGT502	Management Information Systems	3
MGT504	Managerial Accounting and Finance	3
Electives		3

Written Communication Program

Written Communication (M.S.)

The purpose of this program is to offer college graduates of all ages a series of courses designed to develop their writing skills to a professional level which meets their current or projected career or personal needs. This program is not primarily directed towards the teaching of writing. (For such programs please see the Education listings.) Rather it addresses the writer as writer—an option rarely found outside schools of journalism. Although this is an English Department program, students in all fields of interest are eligible, regardless of the type of baccalaureate degree they hold or the area of writing they wish to pursue.

Consisting of a total of 33 semester hours of graduate credit, which includes a thesis project, the program offers a variety of advanced writing courses from the fields of information writing, promotional writing, creative writing, and feature writing, and from the related fields of editing and publishing.

Required courses have been kept to a minimum, allowing each student to tailor a program which exactly suits his or her individual needs.

Students may include a maximum of two courses from other programs or departments when designing their degree. Examples might include:

- courses in popular or contemporary literature
- courses in the teaching of writing
- courses in adult or continuing education
- courses in the field of human services
- courses in business and management
- courses in science or medical technology
- courses in psychology
- courses in theatre

Other suggestions are listed in the program brochures.

Application for the program includes a brief impromptu essay which can be scheduled at the student's convenience—to ensure that there are no serious writing problems which might interfere with progress.

Course Requirements

LAE500	Advanced Expository Writing	3
LAE501	Writing from Reading: Research, Reports, and Summaries	3
LAE510	Rhetorical Theory: History and Practice	3
LAE599	Thesis Project	3-6

English Elective Courses

LAE452	The Free-Lance Writer: Markets, Methods, Materials	3
LAE460	Editing and Publishing the Small Journal	3
LAE461	Writing Promotional and Advertising Copy	3
LAE465	The Rhetoric of Humor	3
LAE502	Creative Writing: Fiction	3
LAE503	Creative Writing: Poetry	3
LAE504	Creative Writing: Children's Books	3
Elective courses (two maximum)		0-6
Total Minimum Hours		33 SH

Course Descriptions

Course Numbering System:

College of Arts and Sciences

This section provides descriptions of all graduate courses given by the College of Arts and Sciences. The courses are listed in alphabetical order by College and department. The first three alpha characters indicate department and the three numbers indicate course level.

400-499	Advanced Undergraduate/Master's level
500-599	Master's level

Department Codes

ACE	Adult and Continuing Education
HSA	Administration
HSC	Core/Counseling
HSE	Employee Assistance Programs
HSG	Gerontology
HSP	Prevention
HSS	Substance Abuse
HS-	Human Services/Electives or Variable
LAE	Liberal Arts and Sciences — English
LAP	Liberal Arts and Sciences — Psychology

Adult and Continuing Education

Some courses may require an independent inquiry component which will be related to the objectives of the course.

ACE501 History and Philosophy: Adult and Continuing Education

Reviews the historical development of a given segment of the educational community and the forces which have shaped the areas as a component of the broader educational profession. Independent study activities permit students to focus on aspects of individual parameters in adult and continuing education field. 3 semester hours

ACE503	Adult Development and Learning (3 sh)
ACE503A	Adult Development (2 sh)
ACE503B	Adult Learning (2 sh)

Imparts information on the psychological, physiological, and sociological development of the adult and how these variables affect learning. Introduces major learning theories and relates those theories to practice.

ACE510 Instructional Design and Delivery
Introduces a model for designing and implementing effective adult learning. Emphasis is on the identification and application of models for the design and evaluation of instruction, and on the development and communication of effective instructional strategies. 3 semester hours

ACE511 Program Development
Develops the knowledge and skills necessary to design and conduct training and educational programs from needs analysis to evaluation of effectiveness. Identification and utilization of key resources are discussed. 2-3 semester hours

ACE520 Administration of Adult and Continuing Education Programs
Identifies the basic features of adult education organizations and the role expectations of administrators; examines adult education administrative practice. Discusses major issues faced by adult education institutions. 3 semester hours

ACE521 Counseling the Adult Student in Nonclinical Settings
Investigates current issues, theories, practices in counseling adults, focusing on the developmental stages and perceived and career needs of adults. 3 semester hours

ACE522 Multicultural Issues in Adult and Continuing Education
Provides theoretical and practical knowledge of multicultural issues in adult and continuing education. Emphasis will be placed on the impact of these issues on program planning and development. 3 semester hours

ACE530 Contemporary Issues in Adult and Continuing Education
Examines the problems, concerns, agreements, disagreements, and other important aspects of the adult and continuing education field. Helps student become knowledgeable about subjects vital to program operation and progress and increases awareness of trends in the field. 3 semester hours

ACE540 Introduction to Adult and Continuing Education
Introduces students to the field of adult and continuing education through examination of its history, philosophy, traditions, and activities. Discusses various organizations which provide adult and continuing education. 3 semester hours

ACE541 Conference and Workshop Management
Examines aspects of conference planning and implementation with reference to size, staff, audience, purpose, resources, and activities. Teaching skills in programming, exhibiting, promotion, and publicity. Explores techniques for registration, evaluation, and follow-up. 2 semester hours

42 **ACE542 Budgeting in Adult and Continuing Education**

Introduces student to the purposes and problems of budgeting and fiscal management in nonprofit organizations or functional units. Analyzes past program income and expense and teaches students to develop pro forma budgets for future programs and grant proposals. Addresses the need for overall fiscal accountability. *2 semester hours*

ACE543 Marketing Educational Programs and Services in Adult and Continuing Education

Provides an overview of strategies and problems related to the marketing of educational programs. Surveys a variety of marketing strategies, relative costs, and methods of evaluation effectiveness. Enables student to conduct market needs analysis and evaluate the probable success of potential program offerings. *2 semester hours*

ACE544 Policies and Prospects: Adult and Continuing Education

Provides an overview of legislation and policies related to adult and continuing education, and examines trends which may affect future regulations. Attention is given to both federal and state legislation as applicable and to institutional policies common to given areas which establish instructional parameters in adult and continuing education field. *2 semester hours*

ACE545 Evaluation of Instructional Programs

Explores both the rationale for evaluating educational and training programs and practical procedures for identifying and measuring variables related to participant reactions, learning, individual behavior changes, and organizational improvement. *3 semester hours*

ACE550 History and Philosophy of Developmental Education

Reviews the historical and philosophical forces that have shaped the field of developmental education at the postsecondary level. Integrates the history of community colleges and open door policies, with the history of developmental education. Looks at current efforts and obstacles to internationalizing the field. *3 semester hours*

ACE551 The Use of Learning Technology Systems in the Delivery of Developmental Education

Provides the postsecondary developmental educator with a broad base of knowledge about the uses of technology to enhance student achievement. Reviews the various types of instructional technology available: computer systems, multimedia (audio/video tape, video disk), telecommunications, distant learning systems, microcomputer and hypermedia software applications, and the specialized technology available for disabled students, e.g., the Kurz Reading Machine. Explores the applications of technology to the delivery of instruction in a home-based, distant site, or group setting, and as a vehicle for initial learning or skills reinforcement.

Outlines the types of instructional methods appropriate when using technology, i.e., collaborative learning, simulations, programmed instruction. *3 semester hours*

ACE560M Theoretical Foundations for Learning and Teaching Mathematics at the Postsecondary Level

Explores the historical and current trends in mathematics education and their implications for adult developmental education. The course studies the research centering on mathematics learning, cognitive psychology, effective instruction, and other related issues. *3 semester hours*

ACE560R Theoretical Foundations for the Reading Process and Applications to Postsecondary Instruction

Explores historical and current theories of reading comprehension with an emphasis on those models from cognitive psychology, information processing, and psycholinguistics. Synthesizes the research that provides a foundation for models of the comprehension process and facilitates the application of those models to instructional delivery at the postsecondary level. *3 semester hours*

ACE560W Theoretical Foundations for the Writing Process and Applications to Postsecondary Instruction

Students examine the theories informing the process approach to composition, and analyze current practices in writing instruction as they relate to the theory. *3 semester hours*

ACE561RW Making the Reading and Writing Connection at the Postsecondary Level

Explores the significance of making the reading and writing connection across the postsecondary curriculum through a metacognitive model where the student learns through his/her own reading and writing experiences. These experiences become the foundation for an instructional model appropriate for adult learners. Prerequisites: ACE560R, ACE560W. *3 semester hours*

ACE562R Strategies for Postsecondary Reading Instruction

Investigates through observation and application instructional delivery systems designed to teach the adult how to enhance learning by becoming a more active reader. Integrates writing strategies that enhance the reading process into the delivery system. Explores instructional methodology, including computer programs, for formal developmental course work as well as for individualized delivery methods. Prerequisite: ACE560R. *3 semester hours*

ACE562W Strategies for Postsecondary Writing Instruction

Students apply the theories underlying the process intervention approach to postsecondary writing instruction and develop

strategies and techniques for group and individual settings. Prerequisite: ACE560W. *3 semester hours*

ACE563M Analysis and Assessment of Mathematics Comprehension at the Postsecondary Level

Compares and contrasts various formal and informal, quantitative and qualitative assessment instruments used throughout the process of mathematics instruction and comprehension. Studies both the formative and summative nature of such instruments ranging from placement tests to preassessment inventories to postinstructional interviews and surveys. Explores methods of analyzing and applying the results for purposes of placement and evaluation. Prerequisite: ACE566. *3 semester hours*

ACE563R Analysis and Assessment of Reading Comprehension at the Postsecondary Level

Compares and contrasts various formal and informal, quantitative and qualitative assessment instruments used throughout the process of comprehension instruction. Studies both the formative and summative nature of such instruments ranging from placement tests to preassessment inventories to postinstructional interviews and surveys. Explores methods of analyzing and applying the results for purposes of placement and evaluation. Prerequisite: ACE560R. *3 semester hours*

ACE563W Writing Assessment at the Postsecondary Level

Students examine current practices in the evaluation of postsecondary student writing throughout the writing process in terms of assessment, andragogy, and composition theory with an emphasis upon utilization with the nontraditional adult population. Prerequisite: ACE560W. *3 semester hours*

ACE565 Teaching Mathematics to the Postsecondary Student I

With a focus on recent research on teaching and learning theories and problem solving, this course studies the content and effective approaches for teaching adults whole numbers, and fractions, decimals, integers, percent, ratio, and proportion. The course stresses developing a teaching methodology which emphasizes a conceptual understanding of mathematics. Prerequisites: ACE560M. *3 semester hours*

ACE566 Teaching Mathematics to the Postsecondary Student II

With a focus on recent research on teaching and learning theories this course is designed to strengthen the algebraic skills of the developmental educator and to address strategies for teaching elementary algebra and basic geometry topics: integers, equations, graphing, functions, systems of equations, geometry and measurement in algebra, polynomials, radicals, exponents, and quadratic equations. The course stresses developing a teaching methodology which emphasizes a conceptual understanding of algebra. Prerequisite: ACE565M. *3 semester hours*

ACE580 Workshop/Adult Education

Workshops offer content in an informal atmosphere utilizing the participation model. An identifying statement indicates the area of study and appears on the transcript. The appropriateness and acceptability of workshop credit must be determined in consultation with the faculty advisor. *1-4 semester hours*

ACE590 Internships in Adult and Continuing Education

Provides specific, basic experiences in actual preparation and implementation of adult education programs. Internships are individually designed to meet the professional development needs of the student. Prerequisites: Permission of advisor and consent of internship sponsor. *1-3 semester hours*

ACE591 Field Study in Adult and Continuing Education

Field study courses are designed to allow students to engage in academic activities in locations other than established campus sites. Locations may be overseas as well as domestic; they may be employment sites. Each field study is detailed by an outline of the objectives, learning activities, and evaluation procedures required for that course. Prerequisite: Consent of instructor. *1-3 semester hours*

ACE593 Integrative Seminar in Adult and Continuing Education

Provides the student with a culminating integrative experience at the conclusion of the program. Reviews trends which will influence future developments in adult and continuing education and helps students develop plans for continuing professional growth. Prerequisite: Completion of all required courses. *2 semester hours*

ACE594 Independent Study in Adult and Continuing Education

Provides an opportunity for students to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical problem in their area of professional interests. Prerequisite: Consent of faculty advisor. *1-3 semester hours*

ACE595 Special Topics

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript, and course content is summarized with the course announcement. *1-3 semester hours*

ACE599 Thesis

The thesis is a formal, written document which investigates a theory or particular point of view as the result of disciplined inquiry. Students must discuss content and methodology with an appropriate faculty member. Prerequisite: Consent of department faculty. *6 semester hours*

ACE599B Field-Study/Thesis-Project Advisement

Enables students who have completed the Field Experience Program to receive advisement, individually or in groups, for project/research related activities; library services; access to such data analysis services as provided to currently enrolled students, and reader review services. Course shall be graded P/I (satisfactory or incomplete); registration shall be valid only until the beginning of the next academic quarter; credits do not count toward fulfilling degree requirements. Permission of Director of Field Research required for registration. Prerequisite: Open only to former Field Experience Program graduate students in good standing. *1 semester hour*

Human Services

Graduate courses in the following listing are sometimes open to junior and senior level students with written approval from their academic advisor.

HSA430 Computers in Human Service

This course provides experience and knowledge in general computer operations and applications of computers and programs that are specifically applicable to Human Service settings. Experience is provided in computer operations for word processing and database tasks. In this course, a single integrated software package will form the basis for this experience. Computer applications for a variety of human service functions will be designed and analyzed including client intervention, report writing, career and self-exploration, training and research, and program evaluation. *2-3 semester hours*

HSA510 Administration of Nonprofit Organizations

An overview course on administration with special emphasis on nonprofit management. Topics include a range of administrative skills such as board and volunteer development, supervision, planning, budgeting, fundraising and policy making. Course time is also dedicated to an inventory of personal management styles. *2-3 semester hours*

HSA511 Human Services Management

The study of the processes of managing people and their tasks in organizations, with emphasis on applications in health human service, and educational settings. Topics include designing and evaluating jobs; selecting training, and developing employees; and determining motivation and compensation systems to enhance job performance. Prerequisite: HSA510, HSC310 or consent of instructor. *2-3 semester hours*

HSA520 Introduction to Human Service Administration

This course will provide the student with an overview of the administrative issues, concerns, and skills needed to run a human service agency. Topics will include, an introduction to management theory, a brief discussion of systems theory, and an overview of the various management skills to be addressed in a degree in Human Service Administration. *1 semester hour*

HSA521 Interviewing for Administrators

The ability to relate to people is an essential skill in administration. In this course the skills of listening, clarifying, decision making, and the process of communicating with individuals and groups will be explored. These skills will be discussed in light of the student's reflection on the values he or she holds as a manager. Prerequisite: HSA520. *3 semester hours*

HSA522 Organization and Community Behavior

In this course, the student will build upon the foundation of systems theory to examine organizational behavior in the community as well as organizational content. The student will begin by exploring the nature of organizational psychology as it applies to the context of the community environment, particularly reflecting the community as an environment for services. Prerequisite: HSA520. *3 semester hours*

HSA523 Administration of Volunteer Programs

Volunteers often serve a critical role in human service agencies. In this course the student will learn the various issues and techniques involved in recruiting, managing, rewarding, and evaluating volunteers. Discussion as to where to find volunteers, how to fit them into appropriate roles in the agency, and how to plan for them in the over all planning process of the agency will be addressed. Prerequisite: HSA520. *2-3 semester hours*

HSA593 Professional Seminar in Human Services—Administration

1-3 semester hours

HSC451 Fundamentals of Creative Expressive Therapies

Emphasis is on learning creative therapeutic techniques and how different art modalities can function as therapeutic tools in aiding the human service worker to develop rapport and empathy with individuals and groups using art, movement, and dance. *2-3 semester hours*

HSC500 Human Service Delivery Models and Trends

Examines the organization, history, and philosophy of the field of human services types of human service organizations, delivery settings, and intervention approaches; professional assumptions, values, and trends. *2-3 semester hours*

HSC501 Fundamentals of Counseling in Human Services

This course presents an overview of the theory, principles, techniques and methods essential in conducting an effective interview. Specific skills, competencies, and concepts related to interviewing are studied, and an ongoing experiential component provides practice opportunities. In addition, there is a focus on self-awareness and insight which are essential qualities for the effective interviewer. *3 semester hours*

HSC502 Strategies of Crisis Intervention

Short-term crisis intervention therapy is one of the principle

tools for human service work. Persons reacting to the suicide of a friend or loved one, persons experiencing death, major fires, auto accidents, and other severe, stressful, frequently sudden events. In this class students will learn about the principles of treatment at the various stages of crisis. Prerequisites: HS-500, HSC501. *3 semester hours*

HSC503 Counseling and Human Development in a Multicultural Society (formerly HSC402)

An examination of theory, techniques, dynamics, and behaviors of counseling in a multicultural society. Emphasis is placed upon understanding the influences of one's own cultural background as well as critical issues of counseling persons of other cultures, ethnicity, race, and/or unique subcultural grouping. Prerequisite: HSC501. *3 semester hours*

HSC504 Clinical Techniques of Counseling

This course expands interviewing skills and techniques through extended practice sessions with one client, relevant readings, examination of case materials and written exercises. Prerequisites: HSC501, HSC510. *3 semester hours*

HSC505 Clinical Assessment and Diagnosis

This course will provide an overview of the DSM III R and how it can be used for purposes of assessment and diagnosis of the individual client. The student will learn the characteristics of various personality disorders and how to assess these disorders within the parameters of the helping interview. Prerequisites: HSC501, HSC510. *3 semester hours*

HSC506 Introduction to Theory and Practice of Family Therapy

Exploration of theoretical models and concepts in the field of family therapy: Focus upon systemic change, dysfunction, and stages of family development. Family therapy approaches to whole families are presented theoretically and through simulation experiences. Prerequisites: HSC501, HSC510. *2-3 semester hours*

HSC507 Advanced Family Therapy

This course will focus on the advanced skills and knowledge necessary to be an effective family interventionist. Emphasis will be on assessment, diagnosis, and selected strategies for effective family practice. Prerequisites: HSC501, HSC506, HSC512. *3 semester hours*

HSC510 Theories of Counseling (formerly HSC400)

A survey of current theories of counseling and psychotherapies. The characteristics of all professional or paraprofessional helping relationships will be explored. Most major theories used in psychotherapy today and specific counseling techniques based on those theories will be studied to familiarize students with the most important methods of individual treatment of psychological problems. *2-3 semester hours*

HSC512 Theories and Techniques of Group Counseling (formerly HSC401)

An overview of various theories and techniques of group counseling and the practical application of these techniques. The first part of the course emphasizes goals and purposes of group counseling, tasks and skills of the group counselor, and guidelines for group creation. The latter sessions concentrate on the experiential application of these concepts. *3 semester hours*

HSC515 Graduate Seminar: Contemporary Issues in Human Services

Seminar on contemporary issues in the human services field; focus on trends, problems, paradoxes, and parameters in areas of the profession and professional development. *1-2 semester hours*

HSD500 Introduction and Overview of Eating Disorders

Students will receive a survey and overview of the major eating disorders. A variety of theoretical perspectives will be presented. Anorexia, bulimia, and other disordered eating patterns will be discussed with respect to etiology, progression, and prevalence. Current approaches to treatment will be reviewed and recovery issues will be discussed. *3 semester hours*

HSD508 Treatment Modalities for Eating Disorders

Students will explore in-depth selected treatment approaches for eating illnesses. In addition, attention will be given to diagnostic assessment using various treatment models. Skills and attributes of competent therapists, working with a medical team, and the integration of support and self help groups into treatment will also be discussed. *3 semester hours*

HSD510 Medical and Physiological Aspects of Eating Disorders

This course will review major organ systems and identify how they are affected by obesity, anorexia nervosa, and bulimia. Medical complications of eating disorders will be described, including, an analysis of the physiological consequences of over-exercising and the binge-purge cycle, and starvation. Medical, nursing, and dental treatment protocols will be reviewed. *3 semester hours*

HSD512 Nutrition and Weight Control

A topical approach to nutrition and related health conditions, with an emphasis on evaluation of weight control methods. Includes investigation of food fads and fallacies, basic nutritional needs, vegetarian diets, nutrition for athletics and how the professional dietician applies nutritional information.¹ *3 semester hours*

¹ Guidelines for Eating Disorders Programs within Higher Education, International Association of Eating Disorders Professionals, 1990.

HSE562 Employee Assistance Programs

History of the development of Employee Assistance Programs (EAP) is covered as well as the organization and philosophy of such programs. Program evaluation is discussed. Types of EAP training are included. Also covered are building and using a network. *3 semester hours*

HSE563 Counseling in an EAP Setting

Discussion of differing EAP philosophies and their implications for the counselor are included. Similarities and differences between conventional and EAP counseling techniques, relationships and clientele are covered in this course. Consultation, training and case management are also included. Advocacy and policy issues are also presented and discussed. Prerequisite: HSS562 or permission. *3 semester hours*

HSC441 Health Care for Older Adults

An overview of the health care of older adults. Normal physiological factors, common diseases of the aged, and both formal and informal community health services for the elderly are explored. Health maintenance and promotion is a major emphasis throughout the course. *2-3 semester hours*

HSG542 Programs and Public Policies for Older Adults

This course examines programs designed to meet the human service and health care needs of older adults and their families, considering the perspectives of clients, agencies, funders, and policy-makers. Students learn how to identify and locate appropriate services, deal with service-delivery problems, and influence public policies affecting older adults. *2-3 semester hours*

HSG543 Administration of Community Programs for the Elderly

A practical analysis of the administration of services for older adults. The following topics are covered: the range of services for older adults; planning for individual services; the Aging Network; funding (or not funding) programs; marketing programs; targeting populations; the authority and responsibility of middle management; and personnel issues in providing in-home services. Methods include lectures, discussion, and problem-solving techniques applied to case studies. *2-3 semester hours*

HSG544 Long-Term Care for Older Adults

The class covers the spectrum of long term care services to the elderly consisting of community based services and a special emphasis on the institutional setting. Topics include in-home services, community supports, physical and psychological needs of older adults, adult day care, residential programs, family issues, institutional adjustment, management challenges, and advocacy and rights of residents. *2-3 semester hours*

HSG545 Introduction to Aging in America

In this course the student examines the various aspects of the physical, psychological, philosophical, religious, social, and societal dimensions accompanying the aging process, and attitudes toward the elderly. Focus is on insight into one's own aging process, as well as on the various background issues facing persons who work with the elderly. *2-3 semester hours*

HSG548 Counseling Elders and Their Families (formerly HSG449)

In this course the student will begin by learning the basic principles of assessing the older client and their family. The course proceeds by discussing the application of different therapeutic techniques that have been found to be effective for working with the elderly in one to one, group, and family contexts. Techniques include: Casework, Reality Orientation, Behavior Modification, Dream Therapy, Validation Therapy, Logo Therapy, Grief Therapy. Prerequisite: HSG545 *3 semester hours*

HSG549 Long Term Care Regulations

This course is designed to teach the student the concepts and regulations needed to run a nursing home in the State of Illinois. Regulations in such areas as management, physical plant, and budget will be highlighted. Prerequisite: HSG544. *3 semester hours*

HSG593 Professional Seminar in Human Services—Gerontology

1-3 semester hours

HSP450 Theory and Perspective on Prevention and Intervention

This course explores the varying definitions and approaches of prevention and early intervention, as well as overviews the continuum of care. Prevention of a variety of human problems will be covered: substance abuse, AIDS, suicide, truancy, dysfunctional families, etc. Historical perspectives, present practice, and further development of the field will be examined. *2-3 semester hours*

HSP550 Substance Abuse Prevention Models

Students receive an overview of current substance abuse prevention models. Each model is presented with specific examples of practical application. The role of prevention in the continuum of care is discussed. *3 semester hours*

HSP551 Prevention and Intervention Models

Students receive an overview of current prevention and intervention models. Each is presented with specific examples of practical application. In addition, the role of the prevention professional both as internal and as external consultant are highlighted as they relate to the implementation of the models. Prerequisites: HSP450 or Special Permission. *3 semester hours*

HSP555 Concepts in Prevention Program Management

This course gives students an opportunity to examine the issues and overview skills crucial to the development and management of prevention programs. The following topics are covered: promotion, grants and fundraising, media, alliance building, and volunteerism. Prerequisites: HSP450, HSP551, ACE511, and undergraduate Prevention student with permission. *3 semester hours*

HSP556 Prevention Integration Group

By meeting regularly throughout the year, prevention students have an opportunity to integrate their learning which takes place within a variety of disciplines. Discussion topics are selected by participants and an integration project is developed. May be repeated once. Prerequisites: Admission into the Prevention Masters of Science or Certificate Program. Undergraduate students with special permission. *1 semester hour*

HSS430 Theory and Perspective of Addiction

The course includes a short history of alcohol and drug use and abuse from prehistory to the present. The influence of several societies on contemporary American society is discussed. Efforts to treat alcoholism and drug abuse as a societal problem, e.g., temperance and prohibition, as well as the development of treatment through such treatment regimen as those of Dr. Benjamin Rush, The Oxford Group Movement, and Alcoholics Anonymous. The emergence of alcoholism/drug abuse counseling as a profession is studied briefly with some discussion of certification. Service delivery models, i.e. in-patient, out-patient, halfway house, therapeutic community, methadone maintenance, etc., are also discussed. Theories of etiology (sociocult, learning, psycho-dynamic, moral, disease concept) are included as well as intervention models (family, DUI). *3 semester hours*

HSS431 Physiology of Addictions

This course provides a review of anatomy and physiology of the major organs and body systems, and how they are affected by the various drugs of abuse: alcohol, heroin, cocaine, marijuana, amphetamines, and barbiturates, and other hallucinogens. Pharmacological aspects of these drugs are also covered. *3 semester hours*

HSS445 Adolescent Alcoholism Treatment and Addiction Dynamics

Participants attend the in-patient treatment programs at Parkside Lodge of Mundelein in the adolescent unit. As observers for a one-week period, participants experience adolescent addiction and treatment on a first-hand basis. On-site: Parkside Lodge of Mundelein enrollment limited and by permission/invitation of Lutheran Center for Substance Abuse (LCSA) only. *1-3 semester hours*

HSS446 Understanding Alcoholism Treatment

Teachers and other school professionals, as appropriate, participate in the in-patient treatment program at LCSA. As a participant-observers, participants follow the patient program with several exceptions: reaction groups are substituted for group therapy sessions and participants receive additional training in addiction dynamics during some of the patient "free-time." Enrollment by permission/invitation only. *3 semester hours*

HSS447 Peer Counseling

Course is designed to assist school personnel in developing and implementing a peer counseling program in their schools to provide students with skills in active listening and learning to participate effectively in groups. Enrollment by permission/invitation only. *3 semester hours*

HSS448 Substance Abuse Education

Objectives of the course are to develop a well-informed nucleus of key personnel within a community education district, to examine attitudes toward chemicals commonly used, and to foster helpful approaches toward people with addictions. The skills developed sharpen identification of addiction and increase awareness of the impact of alcohol and other drug problems on the family and especially children. Enrollment by permission/invitation only. *3 semester hours*

HSS449 Alcoholism Intervention and Treatment Modalities

Examination of progressive symptomatology, key diagnostic and treatment issues, particularly denial, treatment need of alcoholic women, senior citizens, children and adolescents and using the family as the unit of intervention. Prerequisite: Junior standing. *2-3 semester hours*

HSS530 Sociology of Addictions

This course provides an in-depth look at the effects of culture, religion and ethnicity on drinking patterns and drug use. Special focus is on women, adolescents, elderly, blacks, Latinos and native Americans, the handicapped and those with psychiatric impairments. The demography of drug and alcohol use is also covered. Prerequisite: HSS430 or HSS431. *2-3 semester hours*

HSS531 Addiction and the Family

This course helps students understand the process a family experiences living with an active alcoholic/substance abuser. Roles of the spouse and children in the addictive process are explored. Intervention techniques are demonstrated. Family systems theory is discussed as a method of intervention with families. Prerequisite: HSS431. *3-4 semester hours*

HSS532 Advanced Clinical Intervention in Addiction Treatment

Students will refine their one-to-one counseling skills with special focus on process skills with alcoholics and substance abusers. Students will expand their knowledge of group counseling as it applies to this client population. Prerequisite: HSC501, HSC402 or concurrent. *3 semester hours*

HSS533 Issues in Administration of Addictions Treatment Programs

An overview course emphasizing the particular problems and issues related to the administration of a substance abuse treatment center. Topics include interface with regulatory bodies at federal, state, and local levels; programmatic issues and their effects on staff composition; development of policies and procedures for program operation and staff management; and effective relations with reimbursing and accrediting authorities. Prerequisite: Prior course work and/or experience in both administration and substance abuse treatment. *2-3 semester hours*

HSS593 Professional Seminar in Human Services-Addictions

1-3 semester hours

HSS595A Human Services Special Topic: Intensive Intervention Skill Building

Course is intended for professionals who wish to increase their intervention skills in addressing adolescent and adult chemical dependency. This is a week-long intensive working course in which participants actually practice intervention skills. Enrollment by permission/invitation only. *3 semester hours*

HS-405 Juveniles and the Law

The study of the law affecting juveniles; delinquency, minors in need of supervision, neglect and abuse, child custody, adoption civil law and responsibility, special education and the Illinois School Code. Practical aspects of police interaction and intervention; the functions and capabilities of the Departments of Probation, Children and Family Services, and other public agencies. *3 semester hours*

HS-406 Human Services and the Law

Legal principles and issues pertinent to the field of human services, mental health counseling, addiction counseling, and employee assistance programs will be discussed. Such topics as: crime and delinquency; family development and crisis; child

dependency, abuse, neglect; mental health laws; domestic violence laws; DUI information; education and special education; disclosure laws, the legal authority of social welfare programs and employee assistant programs; and state and federal laws and regulations. Prerequisite: Junior/Senior status. *3 semester hours/5 quarter hours*

HS-407 Violence and Aggression in the Family

Examination of the psychological, social, behavioral, and cultural foundations of aggression and violence; issues of physical and emotional abuse within the family unit. *2-3 semester hours*

HS-415 Strategies of Community Intervention

A study of community power structures and resources, interest groups and citizen participation, influence and power, examination of models for developing and organizing community resources to implement change. Prerequisites: HSC500, HSC501. *1-3 semester hours*

HS-416 Marital Separation and Single Parent Families

An examination of psychological, sociological, physical, and ecological dynamics of change in family structures preceding and during the divorce process, as well as the sequential stages of single parenthood and the reconstituted family. Prerequisite: HSC501. *1-3 semester hours*

HS-417 Child Abuse

The dynamics of child abuse, types of abuse, and the abuser; the impact and implications of child abuse on the family and society; treatment and prevention. Prerequisites: HSC501, HSC506. *3 semester hours*

HS-418 Suicide Intervention

Suicide theory and intervention techniques. Emphasis placed on identifying signs of depression and how to use crisis intervention techniques related to suicide intervention and prevention. Students learn to identify major causative factors of suicide in children, adolescents, and adults, and gain a general knowledge of available community resources. Prerequisites: HSC501, HSC506. *3 semester hours*

HS-420 Women and Mental Health Issues

This course is an introduction to mental health issues as they relate directly to women. The course acquaints students with current research on sex differentials, sex role functioning, sex differences in women's mental health problems and their causes, and diagnosis and treatment with female clients. The class also provides an avenue for students to examine gender-related issues in their own personal and professional lives in order to help understand and work with women of varied ages, races, ethnicities and socioeconomic backgrounds. Prerequisite: HSC501. *3 semester hours*

HS-508 Research and Evaluation Methodology

Introduces the basic models for applied research and evaluation including methods for identifying, gathering, and utilizing data as information for decision making. Both quantitative and qualitative data collection techniques are explored. Techniques used to analyze, summarize and report process and outcome measures are introduced including basic parametric and nonparametric statistical tests. Prerequisite: HSA520. *3 semester hours*

HS-510 Research Applications in Human Services

The application of research and evaluation methods to a variety of operational problems and decisions in human service administration is critically examined. An applied research project or evaluation system is designed and implemented. Prerequisite: HSA520. *3 semester hours*

HS-511 Program Development in Human Services

In this course the student will be exposed to the various steps involved in needs assessment, planning for programs and program implementation. Planning as a process involves communication, organization, and evaluation skills to develop programs that are both timely and effective. *1 semester hour*

HS-581 Human Services Internship I

Human Services experience (20 to 25 hours per week) in community organization to enable students to integrate classroom learning with practice and to refine their skills. Placements are individualized according to the student's track (clinical or management), area of concentration, learning needs, and interests. Students also participate in a weekly supervisory seminar. Prerequisites: HSC501 or equivalent, plus five additional courses in graduate program; consent of internship supervisor and academic advisor. (Specific course prerequisites vary by area of concentration). *1-3 semester hours*

HS-582 Human Services Internship II

Continuation of Human Services Internship I. Prerequisites: Successful completion of prior internship and consent of internship supervisor. *1-3 semester hours*

HS-583 Human Services Internship III

Continuation of Human Services Internship II. Prerequisites: Successful completion of prior internship and consent of internship supervisor. *1-3 semester hours*

HS-585 Internship Supervision

Examination of the issues and dynamics of Professional Relationships within the content of the internship experience. Specific attention given to: ethics of helping, organizational structure, service delivery systems, client assessment, and treatment planning with individual, group, agency and family client units. The seminar will focus on both the commonalities (regardless of client population) of Human Service work as well

as each student's unique learning experience. Prerequisites: Enrollment is required with each Internship enrollment. *1-3 semester hours*

***HS-593 Professional Seminar in Human Services**

Graduate level seminar in Human Services professional issues. Identification of current trends, problems, paradoxes and parameters in areas of the profession. Major focus on analysis, development and articulation of the student's professional posture and understanding of their professional area, culminating in a conceptualized/integrated presentation of one's professional self. This is a "capstone" course to be taken in the last quarter of the program. *1-3 semester hours*

* A third letter may be added to course designation codes to indicate a specialty focus.

HS-594 Independent Study in Human Services

Independent studies offering for graduate Human Service students. Permits the student to undertake individual research in an area approved by the department and instructor. Intended to increase academic and clinical expertise. *1-3 semester hours*

HS-595 Human Services Special Topic

1-3 semester hours

Interdisciplinary

The following courses may be used by several programs and colleges.

INT506 Media Selection and Delivery in Educational Programs

Reviews criteria for the selection and utilization of instructional media in relation to audience, content, media characteristics, and instructional methods. Presents a systematic approach for the integration of media into educational programs. *2-3 semester hours*

INT512 Fundraising and Grantsmanship

Covers basic fundraising methods and the development and writing of grant proposals. Topics include: designing a fundraising plan; preparing a case statement; program planning, budgeting, and evaluation; developing fundraising skills; and locating funding sources (corporations, foundations, government, etc.) and other resources available to nonprofit organizations. *2-3 semester hours*

INT512A Research Design and Methodology

Introduces principles and methods for identifying, gathering, and utilizing data as information for decision making. Both quantitative and qualitative data collection techniques are explored. Presents procedures for improving reliability and validity of data. *2-3 semester hours*

INT512B Research/Data Analysis

Explores basic ways to analyze, summarize, and report data. Introduces student to principles and methods of quantification, measures of central tendency and dispersion, and basic parametric and nonparametric statistical tests. *2 semester hours*

INT519 Principles and Methods of Group Communication

Develops sensitivity to group communication processes and helps identify leadership and interpersonal communication styles which are appropriate for differing tasks and contexts. *2-3 semester hours*

English**LAE405 American Writers I: Beginnings to 1900—Selected Topics**

A brief look at early Puritan literature followed by readings from fiction writers such as Hawthorne, Melville, Irving, Cooper, Poe, Twain, and from poets such as Whittier, Longfellow, Whitman, and Dickinson. Emphasis on the influence of social forces on literature and on the emergence of literary forms and conventions. *3 semester hours*

LAE406 American Writers II: 1900-1945

A survey of classic 20th century novelists such as Wharton, Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, and Steinbeck. Students examine types of fiction such as realism, naturalism, proletarianism, impressionism. Briefer attention to poets, focusing on T.S. Eliot's *The Waste Land*. *3 semester hours*

LAE407 American Writers III: 1945-1970

A survey of the best and most influential writers following World War II and continuing on through to the close of the turbulent sixties. Includes writers such as Mailer, O'Hara, Salinger, Cheever, Updike, O'Connor, Baldwin, Kesey, Heller, Roth, Bellow, Malamud, and Nabokov. Takes a look at the stunning contrasts between the fifties and the sixties, politically, socially, ethically, artistically, and psychologically. *3 semester hours*

LAE408 Contemporary American Literature: 1970 to the Present

A dynamic overview of the most critically esteemed and widely read writers of the students' own lifetime. Includes such names as Updike, Bellow, Pynchon, Barth, Vonnegut, Jong, Woolf, Irving, Styron, and Hawkes. Assesses the impact of the Sixties and examines literary phenomena such as Absurdism and the "New Journalism" against the ongoing tradition of Realism. *3 semester hours*

LAE410 Modern British Fiction: 1900-1950

A survey of major 20th century British novelists up to the "Angry Young Men" of the late 1940s and early '50s. Includes such writers as: James, Lawrence, Joyce, Forster, Woolf, Greene, Orwell, Huxley. Focuses on the growth and development of technique and on the ethical, psychological, and political concerns of the period. *3 semester hours*

LAE415 Popular Literature

Study of well-known types of popular literature (murder mysteries, spy stories, science fiction, romance, westerns, horror stories, etc.) with particular attention to the sociology, psychology, and politics of each type. *3 semester hours*

LAE452 The Free Lance Writer: Markets, Methods, Materials

This course deals with the practical side of free-lance writing: what sells, where to sell it, and how. Published writers from the Chicago area discuss the ins and outs of getting into print. Students select several writing projects (of their own choosing), produce manuscripts, prepare them for submission, survey available markets and practice offering them for publication. Course also covers pay scales for writers, copyright protection, and income tax tips. *3 semester hours*

LAE460 Editing and Publishing the Small Journal

In this course students learn the practical skills involved in editing, managing, and publishing a small periodical for a school, a corporation, or any enterprise which needs to publish information for its own corporate community or for the public. Students get hands-on experience by working with the college's own public relations office and possibly with the school yearbook or newspaper. Journalistic ethics and liability laws will also be covered. Students will become familiar with the new economical "desktop" publishing software, as well as the more traditional methods of working with printers. *3 semester hours*

LAE461 Writing Promotional and Advertising Copy

This course will be taught by professionals in the field of advertising and promotion. Students receive coaching and practice in writing spots for radio and television, as well as layout and design for print media. Public Relations personnel also visit to discuss publicity: "Building and communicating the corporate image." Available markets for writers are explored. Speakers discuss working for agencies and writing free-lance. Students may assist college p.r. personnel for hands-on experience. *3 semester hours*

LAE465 The Rhetoric of Humor

This course examines various styles of humor, including: iconoclasm, absurdism, exaggeration, gallows humor, Jewish humor, etc. Examples of the various types are first analyzed rhetorically; then students attempt their own versions. *3 semester hours*

LAE500 Advanced Expository Writing

This is a wide-ranging course which develops techniques of clarity, persuasion, and coherence. Exercises in and out of class lead students to grace and style, sometimes through techniques of modelling and imitation. Writer flexibility is encouraged by creating a diversity of tasks and imaginary audiences. *3 semester hours*

LAE501 Writing from Reading: Research, Reports, and Summaries

This is a course which gives students practice in preparing expository material from published information: reports, research papers, and feature material based on background reading. Methods of formal and informal research are taught, including computer-assisted searches. Students learn correct methods of documentation, and the laws that apply. Organization and clarity are the primary concerns. Students become familiar with what many staff (and free-lance) writers do for a living. *3 semester hours*

LAE502 Creative Writing: Fiction

Techniques of description, characterization, narration, exposition, pacing, imagery, and diction are polished and strengthened. Manuscripts are evaluated by established fiction-writers. Students normally work on short fiction. Those wishing to develop a novel are encouraged to offer that as a thesis project (see course description below). Students read and react to each other's work. *3 semester hours*

LAE503 Creative Writing: Poetry

Course first works at developing mature concepts of the nature of "poetry" and its relation to prose. Techniques of imagery, diction, tone, and organization are developed. Students learn how to develop and control the emotional impact of the poem. Students read and react to each other's work. *3 semester hours*

LAE504 Creative Writing: Children's Books

Students work with published writers of children's literature. Course improves basic techniques in fiction and poetry (see descriptions for other creative writing courses) but focuses on specifications for various younger age groups. Students learn publisher guidelines for each age level as well as what kinds of pieces publishers prefer. Formats and conventions are examined. Problems in maintaining racial, ethnic, and religious fairness are examined. Available markets are surveyed. Students read and react to each other's work. *3 semester hours*

LAE510 Rhetorical Theory: History and Practice

The age-old question of "What works?" is examined from an historical perspective. Students are introduced to classical and modern theories of rhetorical effectiveness and literary analysis. Course offers an overview of accepted and experimental methods to improve writing skills. Weekly exercises apply various theories and methods. Students become familiar with the vocabulary of rhetoric, old and recent. *3 semester hours*

LAE595 Independent Study

1-3 semester hours

LAE599 Thesis Project

The thesis project is the final showcase piece in the student's portfolio. It is tailored to fit the student's individual program. Examples of thesis projects might be: a collection of short stories, a short novel, a series of poems, a lengthy report for publication or for use in an organization, a series of articles, one long or several short children's books, a series of periodical journals which the student has edited and managed for an organization, etc. The length and difficulty of the project will determine the credit hours to be awarded. Work may be based on previous course work but must show extensive rewriting and augmentation. *3-6 semester hours*

Psychology**LAP401 Psychology of Learning**

Survey of theories of learning including behavioristic and cognitive-development approaches with applications of each. Aspects of motivation and discipline also included. Traditional and innovative approaches explored. Students participate in planned learning interactions. Prerequisite: one previous psychology course. (Experimental Psychology) *3 semester hours*

LAP402 Experimental Psychology

Introduction to the design, conduct, and analysis of psychological research. Topics include the philosophy of science, research ethics, research designs (i.e., correlational research, experiments, observational research, survey research, single-subject research), and writing up research results for problems in cognitive psychology (e.g., learning, attention, memory, sensation, perception, consciousness, motivation), developmental psychology (e.g., infant, child, adolescent, and adult growth), and social psychology (e.g., attitudes, person perception, attributions, stereotypes). Prerequisites: one previous psychology course or consent of instructor, LAE101, LAM110. (Experimental Psychology) *3 semester hours*

LAP403 Introduction to Psychological Assessment

Introduction in psychological evaluation, familiarizing the student with different assessment procedures, including categories of tests, observations and implications. Several tests are examined in class, demonstrating standardized administration and the importance of controlling anxiety and establishing rapport with the individual being tested. Importance of the referral question and report reading will be stressed. Prerequisite: One previous psychology course. (Personality/Clinical Psychology) *3 semester hours*

LAP404 Current Issues in Abnormal Psychology

Advanced seminar investigating current theoretical and applied questions related to various aspects of abnormal psychology, including anxiety, personality, sexual, childhood and affective

disorders, substance abuse, mental retardation, autism, schizophrenia, and selected topics related to therapeutic intervention. Students will analyze issues in abnormal psychology found in the scientific and popular literature and in case studies of abnormal behavior. Prerequisite: one previous course in abnormal psychology; junior, senior, or graduate standing. One course in community mental health recommended (Personality/Clinical Psychology) *3 semester hours*

LAP405 Current Issues in Personality Theory
Critical study of main theoretical and substantive trends in contemporary personality theory. Research and issues in current theories. Neo-analytic, statistical and behavioral approaches. Assessment. Prerequisite: One previous course in personality theory or consent of instructor; junior, senior or graduate standing. (Personality/Clinical Psychology) *3 semester hours*

LAP406 Theories of Cognitive Psychology
Course will introduce and compare current views of cognitive psychology. Will examine theoretical models explaining cognition. Consideration will be given to the genetic approach to the construction of knowledge (Piaget); to the relationship between language acquisition and cognitive activity (Vygotsky); to the development of oral and ethical principles (Kohlberg). Course will analyze theoretical models of the information-processing approach (Sternberg) and will examine the social and developmental aspects of cognition. Prerequisite: one previous course in general psychology, human development or psychology of learning; junior, senior or graduate standing. Personality/Clinical Psychology) *3 semester hours*

LAP407 Psychology of the Exceptional Person: A Life-Span Perspective
Course examines the impact of handicapping conditions on the cognitive, social, emotional, and personality development of human beings from birth through old age from a variety of theoretical perspectives. Investigates current research findings and changing social attitudes toward the exceptional person in the family, school, community, and work place. Prerequisite: one previous course in psychology and junior, senior or graduate standing; one previous course in community mental health or exceptionalities recommended. (Personality/Clinical Psychology) *3 semester hours*

LAP411 Psychology of Exceptional Children and Adolescents
Survey of children and adolescents who are mentally retarded, gifted, physically handicapped, visually or hearing impaired, or who have speech and language disorders, learning disabilities, or behavioral or emotional disorders. Course includes characteristics, assessment and intervention strategies and methods for working with children with special learning needs. Prerequisite: one previous psychology course. (Personality/Clinical Psychology) *3 semester hours*

LAP420 Social Psychology
Role of group and socio-cultural factors in the development of behaviors of individuals. Attention to group dynamics. Illustrations of how social psychologists study people and formulate theories. Empirical research by students included. Prerequisite: one previous psychology course (Social Psychology) *3 semester hours*

LAP430 Parent Training Resources
An examination of the field of parent training/education, familiarizing the student with historical background, current theoretical viewpoints and policies, and technology for appropriate applications. Models of intervention will be explored. Related issues such as assessment, funding, and research will be investigated. Prerequisites: A course in Human Development (preferably child, middle, or adolescent) and a course in interviewing. *3 semester hours*

LAP443 Managing Interpersonal Communication
Students examine their communication skills and patterns as they relate to being a productive member in various organizational settings. Dealing with conflict, giving and receiving constructive feedback, active listening, mentor relationships, the use of power, organizational gossip, manipulative and dysfunctional behavior in organizational settings are the key concepts. *3 semester hours*

LAP450 Human Sexuality
This course will provide the student with a survey of current views and recent research in the area of human sexuality. Emphasis will be placed on giving students a historical perspective concerning attitudes about sexuality and sexual behavior with particular consideration given to cross-cultural studies. Theoretical positions and research findings will be related to major developmental issues in the human life span and sexuality will be considered as an integral part of human relations and communication. Application will be made to the needs and concerns of teachers and human service professionals about sexual abuse and its treatment. *3 semester hours*

LAP451 Industrial Psychology
A survey of theories and methods that study organizations in search of ways to improve the functioning and human benefits in the workplace. Emphasis is placed on ways to be more productive, to increase job satisfaction among employees and to improve employee selection. Prerequisite: One previous psychology course or the equivalent or consent of instructor. *3 semester hours*

LAP499 Psychology Seminar
Seminar course varies in content from time to time. Open to junior, senior, and graduate students in psychology with consent of instructor. *1-3 semester hours*

LAP540 Abnormal Psychology of Aging
The purpose of this course is to assist the student to apply the principles of Abnormal Psychology to specific pathologies common among older adults. The course will begin by examining the difference between normal and abnormal Aging. It will then continue by addressing such issues as depression, organic brain syndrome, anxiety, paranoia, and hypochondria, the student will explore the issues of accurate diagnosis and treatment. Particular emphasis will be placed on the proper identification of the DSM III R category. Discussion will also include treatment possibilities for each diagnosis. Prerequisite: HSC545. *3 semester hours*

LAP594 Psychology Independent Study
Students who have elected the psychology concentration have the opportunity to pursue independent study in an area of psychology with the consent of the department and the concentration advisor. *1-3 semester hours*



College of Management and Business

55



College of Management and Business

The College of Management and Business is not a college of business as usual. It is a college of business as unusual. The college is unusual in the depth of its commitment to mid-career working adult students. Beyond mere accessibility, the college seriously strives to provide the experiential, personalized and relevant learning that adults need.

The college is also unusual in its commitment to students of diverse national origins. The college has programs in Chicago that meet the special learning needs of recent immigrants to the United States. The college also has programs in central Europe that help in the difficult transition from communism to a market economy. We recognize that free markets must embrace global diversity to grow and prosper.

Finally, the college is unusual because it stations its core full-time faculty at National-Louis University campuses and centers across the United States. Faculty interact with one another through modern telecommunications.

As the world rushes toward the new millennium, we must give up our shopworn industrial assumptions about management and business education. We must face the educational challenges of a frenetic and global information-based society. The College of Management and Business relishes the challenge to prepare students for 2000 and beyond.

Admission Procedures

Prospective students may apply for admission to graduate programs at any time of year. All applicants must submit all of the following to the Director of Admission prior to consideration for admission to any graduate program in the College of Management and Business:

1. A completed application form.
2. A nonrefundable application fee (see fee schedule).
3. Official transcripts from all colleges and universities attended. Completion of a bachelor's degree must be verified. Applicants for the Certificate of Advanced Study must hold an appropriate master's degree from an accredited institution.
4. A completed reference form that lists the names, mailing addresses, and daytime phone numbers of three persons who can provide information relevant to the applicant's potential for success in the graduate program.
5. A writing sample on a prescribed topic.
6. An official transcript of scores on the Watson-Glaser Critical Thinking Appraisal, Graduate Record Exam, Graduate Management Admission Test, Miller Analogies Test, or another appropriate standardized test. Scores are valid only if the test was taken within five years prior to the application for admission. This requirement may be waived for an applicant who has already earned a graduate degree from an accredited institution.

As soon as the required documents have been received, the applicant's file will be reviewed by the program faculty. The admission decision is based upon the following evidence:

1. A baccalaureate or higher degree from a four-year college of university that is accredited by a regional accrediting agency in the United States, or the equivalent from an institution outside the United States.
2. The ability to do graduate-level academic work, as demonstrated by the grade point average earned during the junior and senior years of the baccalaureate program and any more recent academic work.
3. The ability to think critically, as determined by scores on the Watson-Glaser Test or another approved test.
4. The English writing competence necessary for success in course assignments, projects, or theses.
5. The character, integrity, and fitness to practice a profession, as demonstrated by past academic records and references from persons qualified to judge the applicant's academic, vocational, or professional performance.
6. Employment in an organizational setting where there is a high degree of interdependency among people.

The recommendation of the faculty will be forwarded to the Director of Admission for appropriate action. The applicant is then notified in writing as to the admission status, which will be one of three alternatives:

1. Full admission—All admission criteria are met and the applicant is admitted without qualification.
2. Provisional admission—Applicants who are low in one or more of the admission criteria but show potential for success, or those who meet the admission criteria but have a baccalaureate degree from a nonregionally accredited or nonaccredited institution or from an institution outside of the United States.
Students who are provisionally admitted must maintain at least a 3.0 "B" grade point average (GPA) in the first four graded courses or nine semester hours taken, whichever comes first. These courses may not be extension courses, transfer credits, workshops, independent studies, or internships/practicums. If the minimum 3.0 GPA is attained, the student will gain full academic standing. If the student's GPA is below 3.0 at the end of this probationary period, the student will be dropped from the graduate program. If the student wishes to appeal this decision, it must be made in writing to the university Registrar within ten days of receipt of the withdrawal letter. The written appeal is then forwarded to the Academic Issues governance unit, which makes the decision to uphold or deny the appeal and then notifies the student, the Registrar, and the graduate program faculty.
3. Not admitted—Applicants who do not show promise of successful graduate work will not be admitted. The decision of the faculty is final.

International Student Admission

Residents of countries outside the United States who desire to study at National-Louis University must satisfy the above requirements for admission plus meet these additional conditions:

1. Transcripts from academic institutions outside the United States must be submitted with an English translation and an official evaluation to establish their equivalence to the National-Louis University grading system.
2. Nonnative English-speaking international students must be assessed by the National-Louis University Language Institute prior to their first registration at the university. International students are required to satisfy the placement recommendations of the Language Institute faculty prior to registration in graduate program courses.
3. International student who seeks the student Visa (I-20) must provide financial affidavits showing the

ability to meet all financial responsibilities, including round-trip transportation costs with certification that return fares are on deposit.

Status of Formally Admitted Student

Enrollment

All regular graduate student applicants entering the Master of Science in Management program must be admitted prior to the start of the first course of the program. Special graduate student applicants may be allowed to enroll in the first course of Term I only before completing formal admission. Note: all students enrolled beyond the third week of the program are responsible for all tuition for the full first term. Special graduate applicants do not qualify for financial assistance.

Graduate students entering the Human Resource Development and Management on campus program may complete up to 8 semester hours of course work before admission to the program.

Transfer Between Graduate Programs

Students wishing to transfer from one graduate program to another within the university must request permission to do so. A written request should be directed to the Admissions Office of the College in which the student is currently enrolled. Any special admissions requirements for the program must be met. The academic record will be evaluated and admission status to the new program will be based on this evaluation. The student will be notified of the decision and new academic standing.

Transfer of Credit

Graduate hours completed in an accredited institution, which offers graduate degrees may be transferred into a graduate program at National-Louis University (NLU) unless departmental or other institutional regulations prevent it. Such institutions are either those approved by one of the regional accreditation associations or those approved by some of the agencies recognized by the Council on Postsecondary Education. The number of credit hours that may be transferred is determined on an individual basis. No transfer is automatic. For those graduate programs which accept transfer credit, a maximum of nine semester hours or twenty-five per center of the course work required for the degree, whichever is greater, may be transferred. The following criteria apply to the transfer of credit.

1. Grade must be bona fide graduate credit that would have fulfilled graduate degree requirements in the college at which the course was offered.
2. It must not have been used towards a degree which was awarded.
3. It may be graduate work completed elsewhere after admission to NLU and for which a degree was not awarded.

Ordinarily, credit earned more than six calendar years before admission to the Graduate College is not transferred. Graduate credit earned as a nondegree student at NLU may be transferred into a degree program. Such credit is computed as part of the maximum number of transfer credits permitted. Students must petition for transfer of credit at the time of application for admission. This petition must include a transcript showing satisfactory completion of the course, and such supportive evidence as may be needed to establish relevance of content to the student's degree program. Transfer of credit will be approved by the advisor and program director, after verification of level and school accreditation by the Registrar's Office. Courses with a grade below B cannot be used for transfer credit.

Study Plan

The number of credits which must be completed varies with the program in which the student is enrolled. Candidates for degrees are required to have Graduate Study Plans which indicate all requirements to be fulfilled for the selected program. Graduate Study Plans are developed in consultation with the student's advisor and constitute a contract between the university and the student regarding conditions for awarding the degree certificate. Therefore, students should review their Plan prior to selecting courses and should consult with their advisor concerning any proposed changes. Deviations from the Plan must be approved in advance by the student's advisor and a Graduate Study Plan Change Form completed and transmitted to the Registrar's Office.

Required Course Waiver

Students may request waiver of one or more required courses if previous academic work or experience indicates a high degree of competency in the content of the course. Waiver of a required course does not grant equivalent credit toward the degree; it permits the student to substitute an appropriate elective course for the waived course. A Course Waiver Request Form must be completed by the student and the advisor and submitted with appropriate documentation to the program director. If approved, the approval to waive the course is entered on the Graduate Plan Study.

Management and Business Programs

The College of Management and Business offers graduate degree programs for both the experienced and prospective managers. The programs are designed for working adults who may elect to enroll on a full- or part-time basis in an on-campus program or on a full-time basis in the accelerated field experience model.

Management (M.S.)

(Offered in the Field Experience model only)

The Management program is based on the conviction that most professionals working in complex business, not-for-profit, and government organizations have ample skills in their technical specializations, but lack the knowledge and skills necessary for effective management and development of the human side of organizations. The Master of Science in Management program is designed to equip adults who work in complex organizations with the knowledge and skills necessary to perform more effectively with superiors, peers, and subordinates; to create opportunities which foster subordinate development; and to function more effectively in contributing toward the achievement of organizational goals. The program is ideal for managers, engineers, accountants, trainers, or any professional whose job requires frequent interaction with other people or requires supervisory responsibility for other people in an organizational setting.

This master's degree program is offered at selected locations convenient to the students who meet in cluster groups which remain together for the entire program. The broad spectrum of management courses required by the program enables students to apply their knowledge and skills almost immediately in their work settings. The courses are further integrated in the capstone seminar in Applied Management Practices. The thesis requirement in the program is satisfied through the design and carrying out of an applied research project arising from a work-related problem.

Course Requirements		34 SH
MGT501	Communication in Organizations	2
MGT531	Organizational Behavior	3
INT512A	Research/Design and Methodology	2
MGT505	Economic Environment of Business	2
INT512B	Research/Data Analysis	2
MGT503	Management and Leadership	3
MGT502	Management Information Systems	2
MGT507	Personnel Management	3
MGT500	Contemporary Marketing Issues	3
MGT504	Managerial Accounting and Finance	2
MGT530	Organization Development and Change	2
MGT593	Seminar in Applied Management Practices	2
MGT591A,B,C	Field Studies/Research or	6
MGT599A1,A2,A3	Thesis	

Human Resource Management and Development (M.S.)

This degree program provides an in-depth understanding of theories and principles of human resource management and development and develops practical management skills in these functions. The program combines several different approaches

and disciplines in achieving its goals. It draws from organizational development, human resource development, and human resource management. Candidates must take seven required and four elective courses to complete the 33-hour program. Elective courses may also be taken from Adult and Continuing Education, Management and Business, Human Services, and other course areas approved by the Human Resource Management and Development program coordinator. Elective courses should be selected based on skill development needs and career/work concerns.

Course Requirements		21 SH
Core Course work required for degree		
MGT509	Human Resources Planning and Development	3
MGT508	Current Practices in Human Resource Management	3
MGT507	Personnel Management	3
MGT516	Consulting Skills	3
MGT531	Organizational Behavior	3
MGT520	Performance Analysis and Productivity Improvement	3
MGT550	Research in Human Resources	3

Elective Courses		12 SH
ACE510	Instructional Design and Delivery	3
ACE511	Program Development	3
ACE545	Evaluation of Instructional Programs	3
MGT530	Organizational Development and Change	3
MGT540	Labor Law I: Unions and Management	3
MGT541	Labor Law II: Employee Relations	3
MGT510	Compensation Management	3
MGT511	Benefits Management	3
MGT521	Recruitment, Selection, and Retention	3
MGT590	Internship	3
MGT594	Independent Study	1-3

Electives under advisement in the following areas:

Adult and Continuing Education
Management
Human Services

Graduation Requirement

A professional development activity paper from each required course will need to be submitted with a summary on the meaningfulness of those experiences. Each paper will be jointly agreed upon by the student, instructor, and a cooperating (work) organization. The individual papers will be part of each course's grade.

An internship experience should be considered by those who have no previous experience in the field. Independent study may be selected for individuals who have specific needs in the HRM and D fields that can not be satisfied by normal course offerings.

Where required courses carry variable credit, the minimum number of credit for which a course is offered will fulfill the course requirement.

Course Descriptions

Course Numbering System:

College of Management and Business

This section provides descriptions of all graduate courses offered by the College of Management and Business. The courses are listed in alphabetical order by College and department. The first three alpha characters indicate department and the last three numbers indicate course level.

400-499	Advanced Undergraduate/Master's level
500-599	Master's level

Department Code

MGT Management and Business

594 Independent Study

Provides graduate students in degree or certificate programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem in their area of professional interest. Special forms, obtained in the Registrar's Office, must be completed and are required for registration.

595 Special Topic

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript. There is no limit on the number of 495 courses which can apply to the degree, although each topic may be taken only once.

Management and Business

MGT500 Contemporary Marketing Issues

Provides an analysis of the problems facing managers in the formulation of marketing policies and extends the marketing concept to relationships within the organization. *3 semester hours*

MGT501 Communication in Organizations

Enables students to increase their knowledge of communication in organizations at the interpersonal, small group and organization-wide levels. Helps students to develop practical skills and techniques which lead to organizational effectiveness. *2 semester hours*

MGT502 Management Information Systems

Enables students to utilize the MIS systems in modern organizations with special emphasis on the behavioral problems of human beings interacting with new technology. Includes an introduction to the techniques and equipment used in data processing. *2 semester hours*

MGT503 Management and Leadership

Examines management as the problem of planning, organizing, leading, and controlling capital, technological, and human resources in complex organizational settings. The primary emphasis is on management of people within the context of capital and technological constraints. *3 semester hours*

MGT504 Managerial Accounting and Finance

Provides a course in finance for nonfinancial managers. Beginning with an introduction to basic accounting concepts and practices, the student explores the terms and issues of financial management, especially as it impacts on human resources. Includes a review of ratios, capital structure, and budgeting, planning, and cash management. *2 semester hours*

MGT505 The Economic Environment of Business

Examines managerial economics and the impact of the economic environment on business decision making. *2 semester hours*

MGT507 Personnel Management

Designed to identify and operationally present the major functions of personnel management including employment, salary/benefits administration, manpower planning, EEO, and labor relations. Enables students to effectively carry out their human resource management responsibilities within organizational and governmental constraints. *3 semester hours*

MGT508 Current Practices in Human Resource Management

Develops an understanding of the scope and content of human resource development programs in a variety of settings. Recent articles from professional journals and guest speakers introduce current issues and practices in the professions. *2-3 semester hours*

MGT509 Human Resources Planning and Development

Examines the methods by which organizations and individuals develop and motivate employees. Special topics include: strategic human resource planning and forecasting, career development, employee and executive development, employee motivation, productivity improvement strategies, incentive and reward systems. *3 semester hours*

MGT510 Compensation Management

This course is designed to provide the student with an understanding of underlying compensation regulation and laws. Various compensation philosophies, strategies, and policies will be examined. The course also deals with how compensation is implemented through a systematic administrative procedure and managed to attract and retain qualified personnel. *3 semester hours*

MGT511 Benefits Management

This course is designed to provide the student with an understanding of employee benefits programs. Specifically, it will examine various types of benefits programs, objectives, and advantages and disadvantages of each, cost containment measures, and legal ramifications. The course will also deal with how a benefits program is developed, implemented, and effectively managed. *3 semester hours*

MGT515 The Training Function in Organizations

Focuses on the nature and growth of organizational training systems, the function and process of training, and the role of the training director. Analyzes case studies from educational, organizational, and managerial perspectives. *1-3 semester hours*

MGT516 Consulting Skills

The purpose of this course is to provide students with basic consulting skills and techniques that will allow them to operate effectively in an organizational setting. It is a "how to" course that concentrates on consulting techniques designed to improve individual and organizational effectiveness. *3 semester hours*

MGT520 Performance Analysis and Productivity Improvement

Enables students to identify causes of performance problems by analyzing the system: its values, processes, and factors which affect individual and group behavior. Includes diagnosing individual performance deficiencies, identifying training needs, and learning strategies for minimizing system problems. *2-3 semester hours*

MGT521 Recruitment, Selection, and Retention

This course examines the criteria and techniques required in the effective recruitment and selection of employees. It also deals with how organizations can more effectively retain their employees. *3 semester hours*

MGT530 Organizational Development and Change

Theory and practice of change in organizations; introduces students to techniques of planned change and intervention at the personal, group, and organizational levels. *3 semester hours*

MGT531 Organizational Behavior

Explains organizational behavior on the individual, work-group, and organization-wide levels by introducing contemporary theories of organization. Emphasis is placed on techniques of analyzing and solving organizational problems. *2-3 semester hours*

MGT532 Problem Solving and Decision Making Strategies

Explores systematic strategies for analyzing problems and generating action alternatives. Presents paradigms for decision making and provides opportunities for practice using realistic cases. *2-3 semester hours*

MGT540 Labor Law I: Unions and Management

This course examines the growth of unions, the development of management union relations, and the legal basis of union-management negotiations. Emphasis will be placed on the collective bargaining process as well as on new emerging forms of union-management relations. *3 semester hours*

MGT541 Labor Law II: Employee Relations

This course deals with various aspects of employee relations and their legal ramifications. Included in the course will be such topics as: affirmative action, discrimination statutes, discipline and terminations, performance appraisals, communications, employee morale and productivity, health, safety, and security. *3 semester hours*

MGT550 Research in Human Resources

This course introduces systematic inquiry as the basis for decision making in human resource management. It enables the student to develop research-based strategies for making human resource decisions. *3 semester hours*

MGT580 Workshops (Topics vary)

Workshops offer content in an informal atmosphere utilizing the participation model. An identifying statement indicates the area of study and appears on the transcript. A maximum of 6 semester hours of workshop credit may be applied to satisfy degree requirements. The appropriateness and acceptability of workshop credit must be determined in consultation with the faculty advisor. *Variable*

MGT590 Management Internship

Provides specific basic experiences in management. Internships are individually designed to meet the professional development needs of the student. Prerequisite: Permission of advisor and consent of internship sponsor. *1-4 semester hours*

MGT591A Field Studies/Research**MGT591B****MGT591C**

Field experience students are registered for two hours of credit at three points in the program while working on a project or assignment under the guidance of a faculty advisor or faculty committee. *2 semester hours each*

MGT593 Seminar in Applied Management Practices

Offers a topical review of current management issues and practices from a human resource perspective using Harvard case studies. This culminating course is designed to integrate the skills and knowledge the student has acquired during previous program course work. *2 semester hours*

MGT594 Independent Study**MGT595 Special Topics**

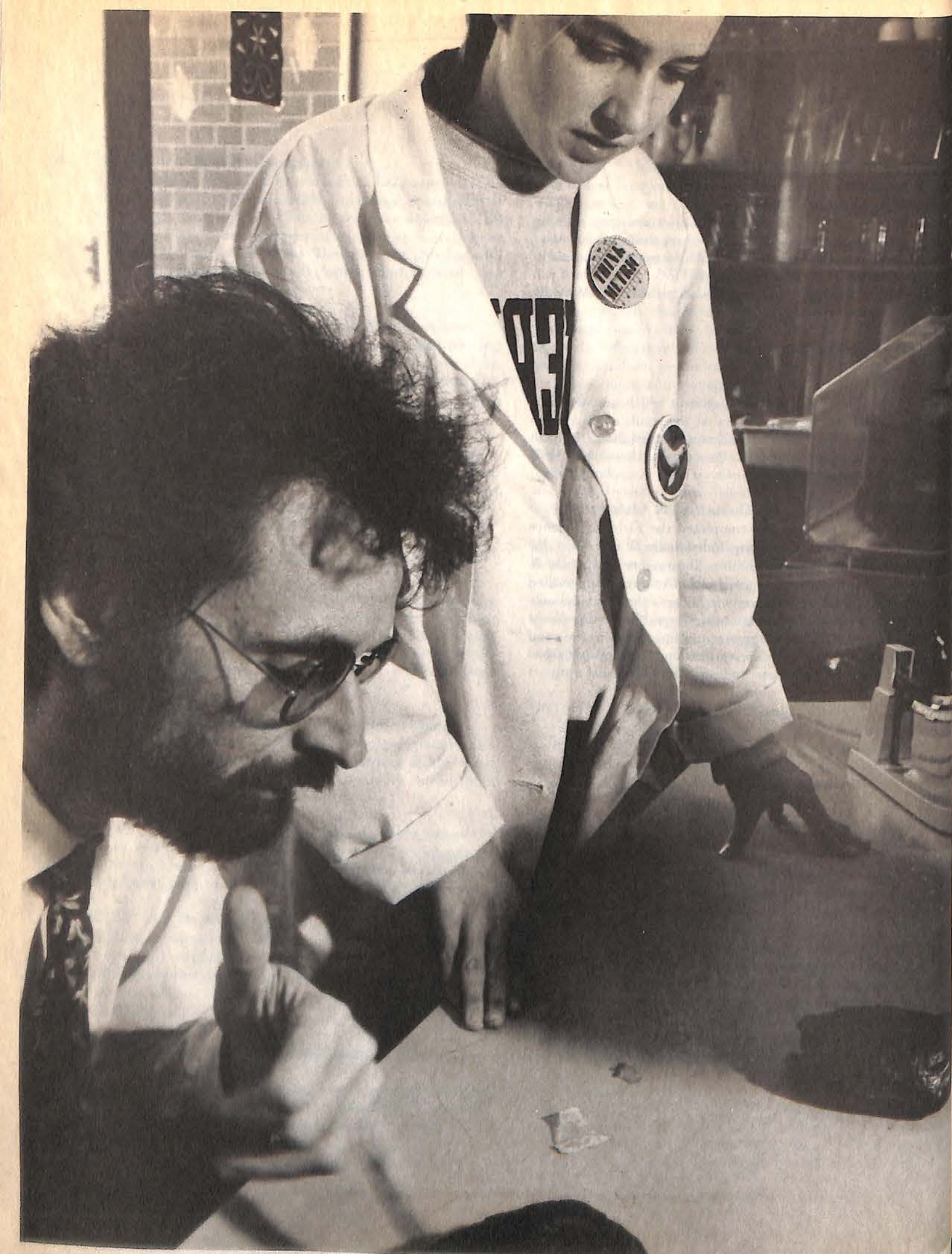
Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript and course content is summarized with the course announcement. There is no limit on the number of MGT595 courses which can be applied to the degree, although each topic may be taken only once. *1-4 semester hours*

MGT599A1 Thesis**MGT599A2****MGT599A3**

The thesis is a formal, written document which investigates a theory or particular point of view as the result of disciplined inquiry. Students should discuss content and methodology with an appropriate faculty member. Prerequisite: Consent of thesis advisor. *2-6 semester hours*

MGT599B Field-Study/Thesis Project Advisement

Enables students who have completed the Field Experience Program to receive advisement, individually or in groups, for project/research related activities: library services; access to such data analysis services as provided to currently enrolled students, and reader review services. Course shall be valid only until the beginning of the next academic quarter; credits do not count toward fulfilling degree requirements. Permission of faculty director required for registration. Prerequisite: Open only to former FEP graduate students. *1 semester hour*



For over one hundred years the National College of Education has had as its mission excellence in teaching, scholarship, service, and professional development. Recognizing the importance of life-long learning in a diverse, rapidly changing global society, the College is committed to developing and empowering all learners.

Consistent with this mission, the faculty also approved a statement of goals for the National College of Education of National-Louis University.

Goals for Teaching

1. Model exemplary practices that create a supportive environment in which the social, emotional, cognitive and physical needs of students are met in order to assure that they become responsible, capable citizens.
2. Provide clinical sites in which undergraduate and graduate students have opportunities to observe exemplary teaching practices, implement and evaluate innovative ideas, and demonstrate their abilities as practitioner/scholars.
3. Provide students with a knowledge base or pedagogy grounded in research on teaching and learning, enabling students to apply principles of child development, organize appropriate instruction and utilize a variety of instructional strategies.
4. Insure that students will have broad liberal education for the purpose of enabling them to increase their knowledge and express their intellectual abilities and skills in applying that knowledge.
5. Foster the individual professional growth of experienced educators through collaborative exploration and development of the knowledge base and exemplary practices and through clinical experience.
6. Educate highly competent and humane professional personnel for leadership and service.
7. Recruit and support faculty and a student body who possess knowledge and values which can be shared through collaborative educational experiences.

Goals for Scholarship

1. Deepen students' understanding of their area of study through an awareness, appreciation and application of educational research.
2. Promote scholarship and research in which students and faculty are involved in their own quest for knowledge which, in turn, enhances their expertise.
3. Support scholarly interaction, debate and research within the College and throughout the profession.

Goals of Service

1. Make available a supportive educational environment in which the needs of students of all ages are met.
2. Encourage preservice and veteran educational professionals to become involved in and assume leadership roles in their respective places of employment, community and professional organization.
3. Encourage and support faculty as leaders and agents of change in the field of education at local, state and federal levels.
4. Nurture and support interaction and collaboration among educational professionals and faculty both on campus and in the field.

In developing and implementing our mission and goals, National College of Education has provided a bridge between educational theory and practice. Thus, we have remained an institution which serves the needs of teachers, specialists, and administrators, and, through them, children.

Authorization

Under the authority granted the institution by the Board of Trustees, November 10, 1951, National College of Education offers courses, programs, and related experiences leading to the Master of Education degree. Additional authority was granted on March 10, 1970, for the degrees of Master of Arts in Teaching and Master of Science in Education. The Certificate of Advanced Study was approved by the Board in 1977, the Doctor of Education degree in 1983, and the Educational Specialist degree in 1988.

Master of Arts in Teaching—for those with undergraduate degrees in fields other than education.

Master of Education—for teachers seeking professional growth in the classroom.

Master of Science in Education—for exceptionally qualified teachers aspiring to leadership positions and further graduate study.

Within the master's degree programs, entitlement certification is available in:

- Administration and Supervision
- Early Childhood Education
- Elementary Education
- School Nurse
- Behavior Disorders
- Learning Disabilities
- Reading Specialist

In addition, special sequences have been developed for master classroom teachers and early childhood (prekindergarten) teachers.

The Certificate of Advanced Study was approved by the Board of Trustees in 1977. Within the Certificate of Advanced Study Program, entitlement certification is available in:

- Administration and Supervision
- Early Childhood Education
- Behavior Disorders
- Learning Disabilities
- Reading Specialist

The Educational Specialist Degree was approved by the Board of Trustees in 1988. Within the Educational Specialist Degree, entitlement certification is available in:

- School Psychology
- Superintendent Endorsement

The Doctor of Education was approved by the Board of Trustees in 1983. Doctoral programs are offered in:

- Educational Psychology
- School Psychology Option
- General Option
- Reading and Language
- School Leadership
- Educational Leadership
- Instructional Leadership

Entitlement Approval

National College of Education certification programs are approved by the Illinois State Board of Education. The most recent institutional recognition for entitlement was given on May 13, 1988. (Programs will be reviewed again by the State in 1992.)

Elementary (K-9)	
Undergraduate Program	5-13-88
Graduate M.A.T. Basic Certification Program	5-13-88

Graduate with option for supervisory endorsement	
Learning Disabilities	5-13-88
Behavior Disorders	5-13-88
Reading	5-13-88

School Service (K-12)	
Graduate	
School Nurse	5-13-88
School Psychology	5-13-88

Administrative (K-12)	
Graduate	
General Supervisory	5-13-88
General Administrative	5-13-88
Superintendent	6-24-88

Early Childhood (Prekindergarten)	
Undergraduate	5-13-88
Graduate	5-13-88

Individual courses or course sequences not included in the programs listed above may not be assumed to be approved by the Illinois State Board of Education for certification purposes.

National College of Education assumes no responsibility for courses taken by students with the intent of obtaining certification, unless the students are under the direct supervision of and meet regularly with a faculty advisor and the courses are taken within a program approved by the Illinois State Board of Education. It is the student's responsibility to ensure that all certification standards and academic policies are met.

Certification

The Illinois Legislature has enacted Section 21-1a of the School Code of Illinois to establish a testing program as a component of the State's teaching certification requirements. The program consists of a test of basic skills and a test of subject matter in each area of specialization for which certification is sought.

Students seeking certification by entitlement may obtain applications for certification in the Graduate Office. Students seeking certification by evaluation apply directly to one of the County Regional Offices of the State of Illinois.

Degrees

Master of Arts in Teaching (M.A.T.)

The Master of Arts in Teaching degree is designed for students with bachelor's degrees in fields other than education. The M.A.T. emphasizes entrance requirements to the teaching profession and provides basic certification in elementary or early childhood education in the State of Illinois.

Master of Education (M.Ed.)

The Master of Education degree is designed for certified teachers dedicated to children and the development of their learning. This program serves the needs of professional teachers who seek advanced preparation for higher levels of professional competence in the classroom. The program is also available to other professionals in accordance with the admission criteria described in Student Admission Policies. Graduate students are assisted in designing an individual sequence of courses, or selecting a prescribed sequence of courses that will contribute to professional growth.

Core Course Requirements 10 SH

EPS500	Contemporary Survey of Child Development or	
EPS510	Theories of Teaching and Learning	2
ESR500	Introduction to Graduate Research	2
ESR501	Research for Teachers	2
FND504	History and Philosophy of Education	2
FND505	Perspectives on Contemporary Issues	2

Students should enroll in Introduction to Graduate Research (ESR500) no later than the fifth course of graduate study.

Master of Science in Education (M.S.Ed.)

The Master of Science in Education degree is designed for qualified certified candidates who seek preparation for

leadership positions in education. The program is also available to other professionals in accordance with the admission criteria described in Student Admission Policies. The Master of Science in Education degree program is designed to provide sufficient depth in the field of specialization to enable students to pursue continued study at the postmaster's level. Applicants may be required to meet specific program entrance requirements in addition to the general admission requirements of the graduate school.

Core Course Requirements 14 SH

ESR500	Introduction to Graduate Research	2
ESR502	Statistical Methods in Education	2
ESR503	Research Design Analysis	2
FND504	History and Philosophy of Education	2
FND505	Perspectives on Contemporary Issues	2
XXX599*	Thesis	4

Students should enroll in Introduction to Graduate Research (ESR500) no later than the fifth course of graduate study.

* The three letters preceding the course designation for Thesis (XXX599) are appropriate to the program area in which the student is conducting research and pursuing an approved course sequence.

Research Alternative

The standard thesis requirement for the Master of Science in Education degree may be met through the creation of an evaluation and development project in the form of an educational product that meets specific conditions. Students selecting this alternative to the standard thesis will register for and receive thesis credit.

Projects may take such forms as the creation of a media product for instruction, development and verification of an instructional sequence or module, development and verification of a measuring instrument, or other similar projects. The product must be of such a nature that it can be tested and evaluated. It should be able to serve as a basis for generalization and should be useful beyond the boundaries of a single situation or individual.

The final product will consist of the project material and written documentation. Written documentation will include significance of the work, its relationship to existing materials, validation of procedures, and the performance of consumer response data. Approval of the final product rests with the student's committee. Deadlines for submission of the final copy are the same as deadlines for a thesis.

Students interested in this alternative should consult with their faculty advisors.

Certificate of Advanced Study (C.A.S.)

The Certificate of Advanced Study will be awarded to students who, having completed a master's degree in a specific field, choose to engage in continued graduate study that will add a new career dimension to their current professional competencies.

A minimum of 30 semester hours beyond the master's degree is required to complete the Certificate of Advanced Study program. In some instances, depending upon the student's goals and objectives, additional course work may be required.

Core Course Requirements 4 SH

EDL545	Administration of Educational Policies	2
FND545	Perspectives on Educational Policies and Practices	2

Educational Specialist (Ed.S.)

The Educational Specialist degree (Ed.S.) between the master's and the doctoral level is designed to meet the needs of school leaders who have completed their master's level work and who express need for advanced specialization in the areas of their master's concentration. Experiences include course work to provide knowledge about recent advances in the areas of concentration and field-based internships that guide application of the new knowledge in school settings. The Ed.S. degree is offered in School Psychology, Educational Leadership, and Leadership in Curriculum and Teaching.

A minimum of 30 semester hours beyond the master's degree is required to complete the Educational Specialist program. In some instances, depending upon the student's goals and objectives, additional course work may be required. A culminating experience that consolidates knowledge gained from course work and internships will be an integral part of each program.

Doctor of Education (Ed.D.)

The doctoral programs of National College of Education are designed to prepare leaders in education. The programs build upon a tradition of expertise in the content and processes of teaching and learning. For over 100 years, the College has produced exceptionally well-qualified preservice teachers. In the last two decades, the College has focused on providing advanced education for teachers and educational leaders. The doctoral programs represent a major aspect of this effort. Consistent with the strengths and quality of its graduate faculty, doctoral programs are offered at the Evanston campus in three main areas:

- Educational Psychology
- School Psychology Option
- General Option

Reading and Language
School Leadership
Educational Leadership Strand
Instructional Leadership Strand

Doctoral admission and academic policies are discussed in the doctoral section of the catalog (page 99).

On-Campus Study

Classes held at the Evanston, West Suburban and Chicago campuses are on-campus classes. Classes held at our Lake Avenue site (Lake and Ridge in Wilmette) are also considered on-campus classes. For a schedule of classes, consult the National College of Education Quarterly.

Off-Campus Study

The Foster G. McGaw Graduate School offers alternatives to on-campus study that extend its service into the community through cluster and field-based degree programs or individual courses and workshops.

Field-based Degree Programs

The field-based master's degree program is an integrated approach to graduate study, which addresses educational needs that may not be met through traditional programs. Groups are formed when fifteen students in geographic proximity are interested in beginning graduate study. Classes are held in the Chicago area, as well as in Milwaukee/Beloit, St. Louis, Tampa, and Germany. Classes meet once a week; the program is approximately two years in duration. The field-based degree is offered in the following departments

Interdisciplinary Studies in Curriculum and Instruction

(Interested students should contact the Field-based Office at 708-475-1100, ext. 2109.)

Early Childhood Education: Leadership and Advocacy

(Interested students should contact the Early Childhood Education Department, 708-475-1100, ext. 2566.)

Cluster Groups

Cluster groups enable students to obtain a graduate degree or Certificate of Advanced Study at off-campus locations. Groups are formed when approximately seventeen students register for the entire program at an off-campus site. The program is identical to that of the on-campus program and students usually attend classes one night a week. Class meeting times generally change during the summer. (Interested students should contact the Graduate Extension Programs Office, 708-475-1100, ext. 5244.)

74 **Extension Offerings**

Students seeking degrees as well as those seeking professional development are also served by the Graduate Extension Programs Office through systems such as:

- Permanent extension sites.
- Special workshops and courses offered each quarter.
- In-district courses and workshops arranged by the school district with the Extension Programs Office and offered only to district personnel.
- Travel programs offered during the summer quarter.
- A maximum of 15 semester hours of off-campus credit may be applied toward master's degree requirements or toward the C.A.S. program. This limit includes all workshop credit.

(Interested students should contact the Graduate Extension Programs Office, 708-475-1100, ext. 5245).

Admission Policies

All students taking courses at National College of Education should fully understand that graduate credits toward a degree or toward certification under the auspices of the university are earned only by formal admittance to graduate study.

Students desiring admittance into the Foster G. McGaw Graduate School must apply for formal acceptance into the graduate school for either a Master of Arts in Teaching, Master of Education, Master of Science in Education, Certificate of Advanced Study, Educational Specialist, or Doctoral degree.

The Master's Degree

Students who have a baccalaureate degree but do not have a teaching certificate may pursue study in the Master of Arts in Teaching degree programs. The baccalaureate degree may be in a course of study other than education.

All applicants for the Master of Education and Master of Science in Education degree programs must possess valid certification or must present adequate justification to the Graduate Admission and Retention Council that graduate study at National College of Education meets their desired professional goals and objectives.

The Certificate of Advanced Study

All applicants for the Certificate of Advanced Study must hold a master's degree from an accredited institution and a valid teaching certificate. An entrance test is not required for applicants with graded master's degrees. Applicants with ungraded master's degrees (P/N or credit) must submit scores from the Miller Analogies Test or the Graduate Record Examination.

The Educational Specialist Degree

All applicants for the Educational Specialist degree must hold a master's degree from an accredited institution. Admission decisions are based on the following evidence: the completed application form, the applicant's academic record, four letters of reference, scores from the General Aptitude Section of the Graduate Record Examination (GRE), a writing sample, and an interview. Applicants to the Ed.S. degree in Leadership in Curriculum and Teaching may submit scores from either the Miller Analogies Test (MAT) or the General Aptitude Section of the Graduate Records Examination. (For more information about the GRE, please telephone the Educational Testing Service at 708-869-7700. The institutional code for National-Louis University is R1551-1.) Scores from the GRE or the M.A.T. may not be older than five years. Individual programs may require additional materials. Applications are reviewed by faculty from the respective programs.

The Doctoral Degree

Please refer to the Doctoral section of the catalog (page 99).

Admission Procedures

The following procedures must be completed before enrolling for the tenth semester hour as a Special Student. A maximum of nine semester hours of National College of Education credit taken as a Special Student prior to formal admission may apply toward a degree or certificate of advanced study. Students in field-based degree programs must make application to the graduate school no later than two months after the first night of class.

1. Request application materials from the Office of Graduate Admissions, 708-475-1100. Please indicate the degree and program to which you are applying.
2. Send the registrar of each college or university you attended (except National-Louis University) a transcript request and one of the transcript envelopes provided. Instruct each college to enclose your transcript in the envelope. The envelope should be sealed and signed across the seal and mailed to you. *Do Not Break The Seal.*
3. Sign and submit an official recommendation form to principals, supervisors, employers, professors, or others who are in a position to judge your ability for graduate study. Students who have taken graduate courses at National-Louis University are encouraged to ask instructors for recommendations. Give each person preparing the recommendation a form and an envelope addressed to you. Instruct each to enclose the completed recommendation form in the envelope, seal, sign it, and return it to you. *Do Not Break The Seal.* These recommendations are intended as admission documents only. They are not intended, nor will they be used for any other purpose beyond this stated intent.
4. Prepare a written statement of your academic and professional goals.
5. In the envelope provided, return the completed application with the fee attached and all transcripts and letters of recommendation to the Office of Graduate Admissions.
6. Scores from the Miller Analogies Test or the General Aptitude Section of the Graduate Record Examination taken within the prior five years must be submitted to the Office of Graduate Admissions. With the exception of those applying for a program in educational psychology, students with master's degrees who are applying for a second master's degree or certificate of advanced study are not required to take an admissions test, unless the master's degree was completed on a

Pass-Fail basis. All candidates for the M.S.Ed. degree in Educational Psychology are required to submit scores from the General Aptitude Section of the Graduate Record Examination.

Students whose native language is other than English must submit scores from the TOEFL test or have their English language skills assessed by the Language Institute. Please refer to the section on International Students that follows.

7. Completion of courses prior to formal acceptance to graduate study does not guarantee admission to graduate school. It is the student's responsibility to submit all documents necessary for a decision regarding admission to graduate study. This decision is postponed until all documents are received. The student is then notified of formal admission status. Until such notification is given, formal admission to the Graduate School is not to be presumed. Credentials will not be returned to the applicant.

When all materials have been received, the applicant's credentials will be evaluated by a number of weighted admission criteria. Undergraduate grade point average and scores from the Miller Analogies Test are basic criteria.

Applicants must hold a baccalaureate degree from an accredited institution and show evidence in undergraduate work of the ability to pursue graduate study. This generally is interpreted to mean that the student in the junior and senior years of study has achieved a grade point average of 3.0 or better on a 4.0 scale. Applicants from nonaccredited colleges but with high individual records may be admitted with provisional status.

Other documents in support of the application are weighted according to the applicant's individual profile and the specific academic requirements of the program for which he or she is applying. Interviews prior to admission may be required at the discretion of the Director of Graduate Admissions, and/or program directors.

Students who are accepted into the graduate school will receive a formal letter of admission, which will contain the assignment of a faculty advisor. The student should make contact with the adviser within 30 days to develop a Student Degree Plan and maintain regular contact with the advisor throughout the completion of the program.

Applicants denied admission to graduate study may petition the Admission and Retention Council for review of their application. Petition forms may be requested from the Office of Graduate Admissions, completed and submitted to the Chair of the Admission and Retention Council. Applicants may then be recommended for provisional admission. Students whose petitions are denied may then appeal on procedural issues to the Associate Dean of the Graduate School.

International Students

The graduate school welcomes qualified students from outside the United States for enrollment in degree programs. Applicants are required to present official records of scholastic achievement and evidence of proficiency in spoken and written English as prerequisites for admission.

National-Louis University does not have a foreign credentials evaluator on campus. Therefore, students must submit their transcripts to an approved agency for verification that the student holds what is equivalent to a four-year bachelor's degree in the United States. A list of approved agencies is included with preliminary application materials. Verification of degree must be included with the application for admission.

Students whose native language is other than English must present satisfactory scores from the Test of English as a Foreign Language (TOEFL) or have their English language skills assessed by the Language Institute on the Chicago campus of National-Louis University. If the TOEFL score is below 550, the student must be assessed by the Language Institute. Students found to need additional English skills will be required to successfully complete a course of English instruction before registering for graduate classes. The TOEFL test is administered by the Educational Testing Service. The institutional code for the graduate school is 1551.

A financial affidavit documenting available resources for tuition, living expenses, travel, and all miscellaneous expenses is required before an I-20 form can be issued. The college has limited financial assistance for international students.

Direct all correspondence concerning admission to graduate study to the Office of Graduate Admissions, National College of Education, National-Louis University, 2840 Sheridan Road, Evanston, Illinois 60201. Application forms and information about the college will be sent upon request.

Status of Admitted Students

Full-Standing

Students who meet all admission criteria without qualification are granted full-standing status. Only students in full standing are eligible for graduate degrees. Applicants to the Certificate of Advanced Study, Educational Specialist and doctoral programs will be admitted in full standing only. If the grade point average of a student admitted with full-standing status falls below 3.0, the student will be placed on academic probation. The student will be notified in writing and given the maximum of four graded courses (not P/N) or 9 semester hours, whichever comes first, taken at NLU to raise the grade point average to 3.0. These courses may not be workshops, independent studies, transfer credits, or internships/practicums.

Provisional Status

Students who are low in one or more admission criteria, but who evidence potential for successful graduate work, are admitted provisionally. Students who meet all admission criteria but are from unaccredited undergraduate institutions may be admitted with this status. A provisionally admitted student must maintain a 3.0 in either the first four graded courses or 9 semester hours taken after admission, whichever comes first, and written in the degree plan. These courses may not be extension courses, workshops, transfer credits, independent studies, or internships/practicums. If the 3.0 is maintained, the student's status is changed to full standing. If the GPA falls below 3.0 at the end of the probationary period, the student will be dropped from the graduate school. If the student wishes to appeal this decision, appeal may be made to the Graduate Admission and Retention Council.

Students admitted provisionally may not register for courses until they have met with their academic advisor to develop a Graduate Study Plan.

Financial Assistance

Trustee Fellowships

The Foster C. McGaw Graduate School offers tuition fellowships for full and three-quarter-time study on campus. Fellowships are awarded to students who have been formally admitted to the Graduate School and are seeking assistance for a minimum of three consecutive quarters.

Full-time students enrolled in eight semester hours of course work receive a half-tuition waiver, which carries a work requirement of 100 hours per quarter. Three-quarter-time students enrolled in six semester hours of course work receive a two-semester waiver, which carries a work requirement of 50 hours per quarter. Fellowships are awarded on the basis of need and merit.

A limited number of employment opportunities are available to enrolled graduate students who may work a maximum of fifteen hours per week. For information on both the Fellowship and employment programs, call the Office of Graduate Admissions, 708-475-1100, ext. 2476.

Financial assistance for doctoral students is discussed in the doctoral section of the catalog, page 100. Additional information on graduate financial aid is discussed in the General Information section of this catalog, page 145.

Academic Policies

Graduate Admission and Retention Council

The Council recommends policies for the admission and retention of all students in the College and monitors academic standards. A student has the right to appeal to this Council for an exception to stated policy and to appeal decisions on matters pertaining to admission and retention. Students have the right to request a personal appearance before the Council. The denial of petition may be appealed on procedural issues to the Associate Dean of the Graduate School.

Members of this Council are representative of the graduate faculty, the administration, and the graduate student body.

Hours Prior to Admission

A maximum of 9 semester hours of National College of Education credit taken as a special student prior to formal admission may apply toward an on-campus degree or certificate. Acceptance of more than 9 semester hours taken prior to admission must be obtained through petition to the Graduate Admission and Retention Council. Students taking course work beyond 9 semester hours in an Ed.S. sequence must contact the Director of the particular Ed.S. program and receive permission to do so. Students in the field-based master's degree program must make application to the graduate school no later than two months after the first night of class.

Study Plan

Students who have received formal notice of admission as graduate students are eligible for graduate degrees. After formal notice has been given, the academic policies listed below must be understood and, where procedure is prescribed, that procedure must be followed. Graduate students are required to seek counsel from their faculty advisors. Every effort is made to encourage a direct, personal relationship between faculty members and individual students in order that students obtain maximum professional growth.

1. The student, in consultation with the advisor (appointed at the time of admission), will complete a Graduate Study Plan. Students admitted with provisional status may not register for courses until they have met with their advisor.
2. The four-part Study Plan will be distributed to the student, the advisor, the department chair, and the Office of the Registrar.
3. This Study Plan must be on file in the Registrar's Office within thirty days after formal admission to graduate study has been received.
4. A change in the original Study Plan must be approved by the student's advisor on a Graduate Study Plan Change form and filed in the Registrar's Office.

Program Substitutions

Program substitutions may be made with the approval of the student's advisor when they are consistent with accreditation and degree requirements. These should be reflected on the Graduate Study Plan form and become part of the student's file.

Course Load Limitation

Students pursue graduate studies on either a full- or part-time basis. Full-time students take eight to ten semester hours of graduate study in a regular term. An exception to the maximum load must receive prior approval from the Dean of the graduate school, after recommendation of the student's advisor. Enrollment in shorter summer sessions or courses taken by variant scheduling during regular terms is limited and is comparable to the course load standards of regular academic terms.

Transfer of Credit

Upon the approval of the faculty advisor and the appropriate graduate school administrator, a maximum of six semester hours of graduate credit toward a master's degree may be transferred from another institution. A maximum of six semester hours of post-master's degree course work may be transferred into the Educational Specialist degree. A maximum of one-third of post-master's course work may be transferred into the required semester hours of the Certificate of Advanced Study. This must be graduate work for which a degree was not awarded. Transferred credits are included in the number of maximum credits allowed for off-campus work. Transfer credit must be bona fide graduate credit that would have fulfilled graduate degree requirements in the institution at which it was offered and courses must have been taken within the time limits of the degree program. Such institutions are those approved by one of the regional accreditation associations or approved by some of the agencies recognized by the Council on Postsecondary Education. Courses with a grade below B cannot be used for transfer credit. Approval for transfer credit beyond the number allowed must be obtained through a petition to the Graduate Admission and Retention Council.

Core Course Waiver

The student who has taken graduate work or upper level undergraduate work at other institutions may have taken courses equivalent to the required core courses of National College of Education. Students must petition the Admission and Retention Council for a waiver of a specific core course. The petition is considered upon presentation of an official transcript and a course or catalog description. If the course cannot be transferred, the student must substitute an approved on-campus course in the program to replace the waived course. If the

petition is approved by the Admission and Retention Council, the core course waiver request is completed by the advisor on a Study Plan Change Form.

Time Limitation for Fulfilling Degree Requirements

M.A.T., M.Ed., M.S.Ed., C.A.S., and Ed.S. candidates must fulfill degree requirements within a six-year period. The time period is calculated from the date of the first course that is to count toward the degree, including transfer credit. Requests for an extension of time must be obtained through a petition to the Graduate Admission and Retention Council.

Residency Requirements

• M.S.Ed. Candidates

Students may meet the residency requirement in any one of the following ways: (1) one term of full-time study (eight semester hours) on campus, (2) ten semester hours taken on campus in two consecutive terms, (3) ten semester hours taken on campus in two consecutive summers.

• Ed.S. Candidates

Students are required to take 15 semester hours in no more than five consecutive academic quarters. Each program will determine meaningful ways to involve students with faculty to ensure that the spirit of the traditional residency requirement is maintained.

Application of Course Work Toward Degree Programs

Three campuses are available for on-campus courses. Each term, graduate level off-campus (extension) courses are offered in established centers, and in-service courses are offered at other locations. Acquired credits may be applied to degree programs as follows:

• Off-Campus Course Work in the Master's Degree and Certificate of Advanced Study

In any on-campus master's or C.A.S. program, 15 semester hours of extension credit may be applied if approved by the program director. If a student transfers 6 semester hours of graduate work from another accredited institution, then 9 semester hours of extension credit may apply to the master's degree. The National College of Education Quarterly delineates courses as extension or on-campus.

• Off-Campus Course Work in the Educational Specialist Degree

Six semester hours of extension credit may be applied to the Ed.S. degree if approved by the student's advisor. If a student transfers six semester hours of graduate credit from

another accredited institution, then no extension credit is allowed. The National College of Education Quarterly delineates courses as extension or on-campus.

• Special Workshops

The Foster G. McGaw Graduate School provides an in-service program designed for teaching and administrative personnel in the field. These workshops are offered either on campus or in cooperation with school districts and similar educational constituencies. A maximum of six hours will be allowed in fulfilling degree requirements. All policies and procedures, including quality control measures established by the Graduate School and the graduate faculty, will be followed. Workshop credit will not be accepted for certification. Course descriptions and a list of course offerings for specific terms are available in the Graduate Extension Office, 708-475-1100.

Educational Specialist Degree

• Enrollment Requirements

Students are expected to register every quarter until the completion of their degrees. Students who are not registered three consecutive quarters will be notified by the Director of the Ed.S. program that they have been dropped. Students desiring to be reinstated must submit to the Graduate Admission and Retention Council a petition stating the reason for the inactivity.

• Leave of Absence

Students may request a leave of absence for one calendar year. Students must petition the Graduate Admission and Retention Council for approval indicating why a leave is necessary; the petition must have the approval of the Director of the Ed.S. program.

Withdrawal from Program

To withdraw from any graduate program, a student must present written notice to the graduate school. The graduate school will notify the registrar to remove the file from active status. (See p. 148-149 for withdrawal procedures.)

The graduate faculty reserves the right to request the withdrawal of a student at any time during the course of studies if the student does not meet the required standards of scholarship.

Policies pertaining to Doctoral programs may be found on page 101 of the graduate catalog.

Professional Development Facilities

The specialized facilities of the Foster G. McGaw Graduate School reflect its mission to provide a bridge between theory and practice in education.

Baker Demonstration School

This private laboratory school, established in 1918, has an enrollment of 325 students in nursery through grade 8 on the Evanston campus. The school boasts a child-centered philosophy and models developmental teaching in a variety of styles and classroom management techniques. The school's teachers are also university faculty members and participate extensively in undergraduate and graduate teacher preparation. The school's purpose includes demonstrating exemplary teaching to interested observers and maintaining a partnership with university faculty members to continually strive toward educational excellence. The school's facilities include the Robert R. McCormick Library, which possesses a wide range of children's print and nonprint materials, a computer laboratory, art and music rooms, a science laboratory, and drama and athletic complexes, which the school shares with the university.

Evanston Center for Learning

The Center for Learning currently functions as both a training facility for graduate students in School Psychology and Special Education and as a community resource. Under the professional supervision of NLU faculty and staff, student clinicians provide to children, adolescents, parents, and adults assessment and/or intervention services designed to focus on their needs and concerns. A major goal of the Center is to link theory and research to practice in the field. The Center is located in the Lake Avenue site of the Evanston Campus.

Lombard Center for Learning

This Center provides services to students, preschool through adulthood, challenged with learning disabilities and/or behavior disorders. Educational and diagnostic assessment and intervention services are provided by certified special education teachers. Graduate students in learning disabilities and behavior disorders may choose to do their practicum in student teaching under supervision at this Center. A major goal of this Center is also to link theory to practice. Students are welcome to observe at the Center as part of their clinical experiences required for certain courses. The Center is located at the Glen Park site of the Lombard campus.

Reading Center

This Center is located in House 1 on the Evanston campus. It provides a setting for supervised practicum experiences in reading instruction for both graduate and undergraduate students. Students and staff tutors provide one-on-one tutoring and diagnosis for children with reading problems. Curriculum materials are available for inspection in the Center, and literature discussion and writing groups meet on a regular basis.

Elementary Social Studies Development Center

The Social Studies Development Center established in 1988 on the Lombard campus promotes and enhances the teaching of social studies in grades K-8. A noncirculating resource library houses texts, instructional and other supplemental materials, which include all of the social science disciplines.

The Professional Assistant Center for Education (PACE)

The Professional Assistant Center for Education is a special noncredit, nondegree, two-year, postsecondary program for young adults with learning disabilities. The program is unique in that it is designed to prepare these adults to work as preschool teacher aides or as aides in human service programs. The program focuses on training that encompasses the cognitive aspect of the intellect.

There are three components to the curriculum. The first is the professional training necessary to work as an aide. The second focus is on independent living skills and the third is on the development of age appropriate social skills.

Students are welcome to observe at PACE as part of their clinical experiences required for certain courses.

Academic Programs

Computer Education Program

The graduate program in Computer Education prepares educators to use microcomputers effectively in their schools and to provide instructional leadership and technical support to other educators who use computer technology. Designed for teachers, resource persons, and administrators at all grade levels (K-12), the sequence in Computer Education offers a unique opportunity to develop comprehensive knowledge and experience in the educational applications of microcomputers. The program is committed to providing access to microcomputers so that hands-on experience is offered in every class. Graduates of the program will be qualified as computer resource persons for their schools or districts.

Specifically, students will be qualified to:

- provide leadership in applying new technology
- provide training and technical support for teachers using computers in instruction
- apply principles of effective instructional design to evaluate and design instructional software
- use technology to access and display information, to organize and analyze information, and to evaluate information
- teach problem solving and higher order thinking skills through the use of computer software and programming languages
- plan lessons and develop curriculum materials integrating computer technology into a variety of disciplines

The Computer Education program is available to students who wish to pursue the Master of Education or the Master of Science in Education. For teachers who have master's degrees, the Certificate of Advanced Study offers the computer education program as an additional option. Courses from the computer sequence may provide a specialization within the Master of Arts in Teaching degree. Computer Education may also be an area of minor concentration within the Doctor of Education program in Instructional Leadership.

		Semester Hours		
		M.Ed.	M.S.Ed.	C.A.S.
Core Course Requirements (see pages 72-73)		10	14	4
Program Requirements		17	17	17
CPE500	Introduction to Computers in Education			2
CPE510	Microcomputers for Information Management			2
CPE531	Instructional Design of Software			2
CPE532	Microcomputer Technology			2
CPE535	Teaching with Computers Across the Curriculum			2
CPE593	Seminar in Computer Education			2
At least one of the following three programming courses:				
CPE520	Programming in BASIC			3
CPE521	Programming in Logo			3
CPE522	Programming in Pascal			3
At least one of the following two courses:				
CPE511	Applications Software in the Curriculum			2
CPE512	Problem Solving with Microcomputers			2
	Electives	7	5	9

		M.Ed.	M.S.Ed.	C.A.S.	81
CPE540	Classroom Applications of Hypermedia				2
CPE542	Telecommunications in the Schools				2
CPE543	Interactive Multimedia				2
CPE585F	Desktop Publishing in the Classroom				1
CPE585I	Computer Networking in the Schools				1
CPE594	Independent Study/Computer Education				1-2
RLL541	Computers in the Writing and Reading Program				2
OR					
Related courses approved by the program advisor					
Total Minimum Hours		34	36	30	

Curriculum and Instruction Program

The graduate program in Curriculum and Instruction is designed to prepare teachers and school personnel, K-12, to design, implement and evaluate the processes of curriculum and instruction. Graduates of the program will be prepared to use their skills in classroom settings, on district curriculum committees, and as resource persons within the schools. Through course work, practicum experiences, and interactions with peers and faculty, students will gain expertise in many facets of curriculum and instruction.

Students in the Curriculum and Instruction program may select the Master of Education, the Master of Science in Education, or the Certificate of Advanced Study.

		Semester Hours		
		M.Ed.	M.S.Ed.	C.A.S.
Core Course Requirements (see pages 72-73)		10	14	4
Program Requirements		16	16	16
CIC500	Curriculum Theory: Historical and Philosophical Perspectives			2
CIC502	Curriculum Planning, Implementation and Evaluation			3
CIC504	Instructional Decision Making			3
CIC506	Elementary School Curriculum OR			3
CIM502	Middle School Curriculum			3
CIC593	Seminar in Curriculum and Instruction			2
SPE500	Introduction to Exceptional Children and Adolescents			3
	Electives (to be selected with advisor)	8	6	10
Total Minimum Hours		34	36	30

Generalist Program

The Generalist Program is a 34 semester hour, interdepartmental program leading to the Master of Education degree or the Certificate of Advanced Study for students seeking a highly individualized, broad program. This program is particularly applicable to teachers, those preparing for pupil personnel services, and students aspiring to obtain a comprehensive overview of education.

	Semester Hours	
	M.Ed.	C.A.S.
Core Course Requirements (see pages 72-73)	10	4
Program Requirements	9	9
CIC502 Curriculum Planning, Implementation, and Evaluation		3
CIC504 Instructional Decision Making		3
CIC592 Seminar: Educational Inquiries		3
Electives (to be selected with advisor)		15
		17
Total Minimum Hours	34	30

The electives may be taken from a variety of departments in accordance with the student's personal and professional goals and objectives, or the student may sequence courses in one of the following content areas:

Bilingual Education	Middle School
English As A Second Language	School Nurse
Gifted Education	Social Studies

The course sequences in Language Minority Education and in School Nurse certification may be taken within the Curriculum and Instruction or Generalist programs as part of the elective group.

The English as a Second Language (ESL) and Bilingual Education (BE) sequence of courses serves two purposes: as the concentration to the M.Ed. and C.A.S. and as the Illinois State Board of Education 18 semester-hour approval or endorsement requirement. The State approvals for ESL and BE are met with the following sequence of courses and stipulations:

English As A Second Language Core

CIL500	Foundations in Language Minority Education	3
CIL505	Methods and Materials for Teaching English as a Second Language	3

CIL510	Assessment of Language Minority Students	3
CIL531	Cross Cultural Education	3
RLL533	Introduction to Linguistics	3
or		
RLR512	Bilingualism and Reading: Linguistic Considerations	3

Bilingual Education Core

CIL500	Foundations in Language Minority Education	3
CIL505	Methods and Materials for Teaching English as a Second Language (Prerequisite: CIL500)	3
CIL506	Methods and Materials for Teaching Bilingual Students (Prerequisites: CIL500 and CIL505)	3
CIL510	Assessment of Language Minority Students (Prerequisite: CIL500)	3
CIL531	Cross Cultural Education	3

*ESL/BE Electives (Choose one):

CIC583	Peer Coaching for Teachers of Language Minority Students	2-4
CIC585	Cooperative Learning for Linguistically and Culturally Diverse Students	3
CIL522	Program Models for Limited English Proficient Students	3
CIL532	Technology Applications for Linguistically and Culturally Diverse Students	3
RLR512	Bilingualism and Reading	3
SPE570	Multilingualism and Multiculturalism in Special Education: Issues for Assessment and Intervention for Limited English Proficient Students	3

*NOTE: The prerequisite for electives is CIL500; in addition, RLR512 Bilingualism and Reading and CIL506 Methods and Materials for Teaching Bilingual Students have CIL505 as a prerequisite.

The state approvals for ESL and Bilingual Education also require a valid Illinois teaching certificate as well as 100 clock hours of clinical experience or three months teaching experience with language minority students if they intend to teach in Kindergarten-grade 12.

School Nurse Certification

The School Nurse certification sequence is approved by the State Board of Education to prepare Registered Nurses for the School Service Personnel Certificate Type 73, with school nurse endorsement.

The Certificate requirements are as follows:

- A bachelor's degree
- An Illinois license as a Registered Professional Nurse

Program Requirements	SH
CIN500 Introduction to Public Health Nursing-Theory and Practice	2
CIN504 Introduction to Community Health Problems	2
CIN560 Issues in School Nursing (formerly CIN593 School Nurse Seminar)	2
CIN590 School Nurse Internship	6
EPS500 Contemporary Survey of Child Development	2
EPS510 Theories of Teaching and Learning	2
FND504 Historical, Philosophical and Sociological Foundations of Education	2
SPE500 Introduction to Exceptional Children and Adolescents	2

A ten-week, six-semester hour internship in school nursing supervised by a certificated, experienced school nurse is also required; a two-semester hour issues-related course in school nursing is taken with the internship.

Early Childhood Education

National College of Education offers an interdisciplinary program in Early Childhood Education designed to prepare students for leadership roles in working with children and their families. Several different degree options are available to meet the needs of students with diverse educational backgrounds, interest, and career aspirations.

The certification by entitlement programs include three options: Option A and D lead to the Master of Arts in Teaching degree or the Master of Education degree. Option B provides certification and a Certificate of Advanced Study for students already holding one certificate and a Master's degree.

The Curriculum and Instruction Specialist program (Option C) leads to a Master of Education degree, a Master of Science in Education degree, or a Certificate of Advanced Study. The Leadership and Advocacy program (Option E) is a field-based program leading to a Master of Education degree.

In addition, students may enroll as nondegree students and take individual courses that may be of interest to them.

Option A Early Childhood Certification (M.A.T. or M.Ed.)

Option A leads to early childhood certification by entitlement. This entitlement program is an approved program of the Illinois State Board of Education for students seeking an Early Childhood Type 04 Certificate. This option provides students with a comprehensive background for working with young children, birth through eight years of age, in a variety of settings.

Students seeking their first certification enroll in the Master of Arts in Teaching (M.A.T.) degree program. Students already holding a valid State of Illinois Teaching Certificate can obtain an Early Childhood Certificate by entitlement as part of the M.Ed. degree program offered under Option A.

For information concerning early childhood certification programs in a cluster format (Option D), refer to the section on Total Package Programs.

	Semester Hours	
	M.A.T.	M.Ed.
Core Course Requirements	12	12
EPS500*	Contemporary Survey of Child Development	3
EPS510	Theories of Teaching and Learning (M.A.T.)	2
ESR500	Introduction to Graduate Research	2
ESR501	Research for Teachers	2
FND503*	Historical and Philosophical Foundations of Early Childhood Education	3
FND505	Contemporary Issues in Education (M.Ed.)	2

Program Requirements	27	27
ECE501*	Instructional Methods/Primary/Language Arts, Social Studies	2
ECE505*	Instructional Methods/Preprimary Language Arts, Literature, Art, Music	2
ECE506*	Instructional Methods/Preprimary/Math, Science, Social Studies	2
ECE510*	Child, Family and Community	3
ECE590*	Internship/Early Childhood Education	2-5
ECE591B*	Early Childhood Preclinical Experiences	1**
ECE593*	Seminar/Early Childhood Education	2
MHE482*	Methods for Teaching Primary Grade Mathematics and Science	2
RLR501*	Methods and Materials for Teaching Beginning Reading	2
SPE500*	Introduction to Exceptional Children and Adolescents	3
SPE510*	Speech and Language Development in Early Childhood/Special Education	2

Total Minimum Hours	39	39
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* Professional courses needed for Type 04 certificate. Individuals must also meet general education requirements.

** Students selecting Option A, B or D must complete 100 clock hours of pre-internship clinical experiences with infant/toddlers, preschool, kindergarten, and primary children.

Individuals who hold another certificate and have completed one year of full-time teaching may waive a portion of the preclinical experiences and the required internship depending on the type of previous supervised experience they have had. Evaluation of previous experience is done in consultation with the advisor.

In order to meet the Illinois State Board of Education requirements for Early Childhood/Special Education approval in conjunction with a Type 04 certificate, students must also take:

ECE512	Early Childhood Curriculum
EPS536	Diagnostic Evaluation of the Preschool Child

Option B—Early Childhood Certification (C.A.S.)

The Certificate of Advanced study in Early Childhood Education may be selected by the professional who has a master's degree and a valid teaching certificate and who wishes to obtain an Early Childhood Type 04 Certificate.

		Semester Hours
C.A.S.		
Core Course Requirements		4
EDL545	Administration of Educational Policies and Practices	2
FND545	Perspectives on Educational Policies and Practices	2
Program Requirements		33
ECE501*	Instructional Methods/Primary/Language Arts, Social Studies	2
ECE505*	Instructional Methods/Preprimary/Language Arts, Literature, Art, Music	2
ECE506*	Instructional Methods/Preprimary/Mathematics Science and Social Studies	2
ECE510*	Child, Family and Community	3
ECE590*	Internship/Early Childhood Education	2-5
ECE591B*	Early Childhood Education Preclinical Experiences	1**
ECE593*	Seminar/Early Childhood Education	2
EPS500*	Contemporary Survey of Child Development	3
FND503*	Historical and Philosophical Foundations of Early Childhood Education	3
MHE482*	Methods for Teaching Primary	2

RLR501*	Mathematics and Science Methods and Materials for Teaching Beginning Reading	2
SPE510*	Speech and Language Development in Early Childhood/Special Education	2
SPE500*	Introduction to Exceptional Children and Adolescents	3
Total Minimum Hours		37

* Courses needed for Type 04 certificate. Individuals must also meet general education requirements.

** Students selecting Option A, B or D must complete 100 clock hours of pre-internship clinical experiences with infant/toddlers, preschool, kindergarten, and primary children.

Option C—Early Childhood Curriculum and Instruction Specialist (M.Ed., M.S.Ed., or C.A.S.)

Option C is designed for those students who do not seek certification by entitlement yet who still want to gain experience in program development and instructional strategies in the early childhood setting. Electives allow students to select courses from other departments and to build competencies in working with children with special needs or in other areas of specialization.

		Semester Hours		
		M.Ed.	M.S.Ed.	C.A.S.
Core Course Requirements		11	15	4
M.Ed. Core Courses				
EPS510	Theories of Teaching and Learning			2
ESR500	Introduction to Graduate Research			2
ESR501	Research for Teachers			2
FND503	Historical and Philosophical Foundations of Early Childhood Education			3
FND505	Contemporary Issues in Education: A Comparative Approach			2
M.S.Ed. Core Courses				
ESR500	Introduction to Graduate Research			2
ESR502	Statistical Methods in Education			2
ESR503	Research Design Analysis			2
FND503	Historical and Philosophical Foundations of Early Childhood Education			3
FND505	Contemporary Issues in Education: A Comparative Approach			3
ECE599	Thesis			4

		M.Ed.	M.S.Ed.	C.A.S.
C.A.S. Core Courses				
EDL545	Administration of Educational Policies and Practices			2
FND545	Perspectives on Educational Policies and Practices			2
Program Requirements		12	12	12
ECE510	Child, Family, and Community			3
ECE512	Early Childhood Curriculum			2
ECE513	Organization and Administration of Early Childhood Programs			2
ECE593	Seminar/Early Childhood Education			2
EPS500	Contemporary Survey of Child Development			3
Four semester hours from the following:		4	4	4
ECE500	Early Childhood Instructional Methods/Kindergarten			2
ECE501	Instructional Methods/Primary/Language Arts, Social Studies			2
ECE505	Instructional Methods/Preprimary/Language Arts, Literature, Art, Music			2
ECE506	Instructional Methods/Preprimary/Mathematics, Science, Social Studies			2
MHE482	Methods for Teaching Primary Grade Mathematics and Science Electives	7	3	10
CIC510	Techniques of Individualizing Learning			2
ECE511	Health and Nutrition for the Young Child			2
ECE530	Children's Play			2
ECE583A	Workshop/Contemporary Issues Avoiding Burnout			1-4
ECE583B	Workshop/Microcomputers in Child Care			1-4
ECE583L	Workshop/Instructional Practices/Mathematics			1-4
ECE585B	Workshop/Issues in Infant Education			1-4
ECE585C	Workshop/Instructional Practices/Preschool			1-4
ECE585D	Workshop/Instructional Practices/Kindergarten			1-4
ECE585M	Workshop/Instructional Practices/Special Education			1-4
EPS536	Diagnostic Evaluation of the Preschool Child			2
Others as approved by the Department advisor				
Total Minimum Hours		34	34	30

Total Package Programs

Option D and Option E are specifically designed to meet the needs of working professionals or those who want to pursue graduate study in a logical, sequential format. Groups are started whenever enough students in geographic proximity are interested in beginning graduate study. Students in these groups progress through the program together as an intact group.

Students register only once and can plan more precisely when their classes will meet. Classes are usually held once a week and instruction is in a seminar-like atmosphere with a high degree of participant interaction. An academic advisor ensures program continuity.

Option D—Early Childhood Certification Cluster Group (M.A.T. or M.Ed.)

The certification by entitlement program is also offered in a cluster group format. This option includes all of the course work available under option A, but delivered at an off campus work location. Please see page 73 for further information regarding cluster group mode of delivery.

Option E—Early Childhood Leadership and Advocacy Field-Based Program (M.Ed.)

The Early Childhood Leadership and Advocacy program provides a comprehensive study of the theoretical and practical issues involved in establishing and administering early childhood and family service programs. The program is designed for preschool, kindergarten, and primary teachers, day care directors, and administrators in family service agencies. An integral goal of this program is to build leadership competencies in the work environment, integrating theory with on-the-job practice. Thus the field setting serves as a laboratory for professional growth while academic course work provides the foundation for educational inquiry.

The program of study for Option E focuses on patterns of leadership behavior, the dynamics of group interactions, strategies for staff management, fiscal policy, regulations, and social policy as it affects early childhood education. Students are also given an opportunity to research a topic of special interest to them. The program is planned for 77 four-hour sessions over 90 weeks.

Scholarships are available for students registering in Option E. Scholarships are awarded on the basis of need and commitment to the field of early childhood education. Priority is given to students working in non-publicly funded schools.

Program Requirements		Semester Hours
M.Ed.		
Term I		12
ECE525	Strategies for Supervision and Staff Development	3
EPS500	Contemporary Survey of Child Development	3
EPS525	Group Dynamics and Leadership Applications	3
FND503	Historical and Philosophical Foundations of Early Childhood Education	3
Term II		12
ECE510	Child, Family, and Community	3
ECE512	Early Childhood Curriculum	3
ECE513	Organization and Administration of Early Childhood Programs	3
ESR512	Educational Research I: Design	3
Term III		8
ECE514	Social Policies and Advocacy in Early Childhood	3
ECE524	Fundamentals of Public Relations and Grantsmanship	3
ESR513	Educational Research II: Application	2
Total Minimum Hours		32

Educational Leadership
Administration and Supervision
Program (M.Ed. and C.A.S.)

The program in administration and supervision is designed to prepare fully certified and experienced teachers for educational administration and supervision. This sequence of courses qualifies the student for the state of Illinois general administrative and general supervisory certifications (Type 75). Students electing the administration and supervision program must be admitted to the Master of Education degree or Certificate of Advanced Study program. The Master of Education degree in Administration and Supervision requires a minimum of 40 semester hours. The Certificate of Advanced Study program requires a minimum of 34 semester hours. Additional hours may be required for students with deficiencies or upon recommendation of the student's advisor. Those students concentrating in special education who take courses to qualify for the Director of Special Education Certificate must obtain the general administrative and supervisory certifications. The program should be cooperatively arranged by the student's special education advisor and the advisor in the Educational Leadership department.

		Semester Hours	
		M.Ed.	C.A.S.
Core Course Requirements (see pages 72-73)		10	4
Program Requirements		30	30
EDL501	Educational Finance		3
EDL502	Educational Law and Governance		3
EDL504	School-Community Relations		3
EDL506	Collective Negotiations and Personnel Administration		3
EDL510	Administration and Organizational Development of Schools		3
EDL512	Communication Skills for School Leaders		3
EDL551	Staff Development		3
EDL552	Administration of Curriculum		3
EDL553	Supervising Instruction		3
EDL554	Staff Evaluation		3
Total Minimum Hours		40	34

State of Illinois Certification Requirements

The general administrative certification is required for the position of assistant principal or principal, assistant or associate superintendent, and related or similar positions. General supervisory certification is required of curriculum directors, department chairpersons, supervisors, and those holding related or similar positions. Although the sequences were developed in consultation with the Illinois State Board of Education and in reference to certification requirements, prospective students are encouraged to discuss programs leading to certification with a member of the graduate faculty. In order for National College to approve a program for certification, a minimum of six courses within one of the certification programs must be taken on a resident campus.

General Administrative Endorsement

Instructional Leadership		12 SH
EDL551	Staff Development	3
EDL552	Administration of Curriculum	3
EDL553	Supervising Instruction	3
EDL554	Staff Evaluation	3

Management of Public Schools		12 SH
EDL501	Educational Finance	3
EDL502	Educational Law and Governance	3
EDL506	Collective Negotiations and Personnel Administration	3
EDL512	Communication Skills for School Leaders	3

Schools and Public Policy		4-6 SH
EDL504	School-Community Relations	3
EDL510	Administration and Organizational Development of Schools	3
Clinical Experience		
General Supervisory Endorsement		
Curriculum		3 SH
EDL552	Administration of Curriculum	3
Educational Research		6 SH
EDL510	Administration and Organizational Development of Schools	3
EDL553	Supervising Instruction	33
Supervision and Staff Development		9 SH
EDL512	Communication Skills for School Leaders	3
EDL551	Staff Development	3
EDL554	Staff Evaluation	3
Schools and Public Policy		12 SH
EDL501	Educational Finance	3
EDL502	Educational Law and Governance	3
EDL504	School-Community Relations	3
EDL506	Collective Negotiations and Personnel Administration	3

Educational Specialist Degree with Superintendent Endorsement

The Educational Specialist Degree in Educational Leadership is designed to prepare individuals to serve in executive school leadership roles in the areas of administration, supervision, and curriculum. Tomorrow's school leaders must blend the art, science, and craft dimensions of administration to be truly successful instructional leaders. By combining course work and internship experiences, the program integrates theory, research, and practice into a cohesive course of study for educational leaders.

Entrance Requirements

- Requirements for admission into the Educational Specialist degree program with Superintendent Endorsement are:
1. Possession of a Type 75 Certificate with a General Supervisory or General Administrative Endorsement. (A copy of this certificate must be submitted.)
 2. Two years of successful school supervisory or

- administrative experience, as documented in a statement from someone under contract as an administrator in the applicant's school district.
3. Graduate Record Examination scores taken within the prior five years. (General Aptitude Section)
4. Four letters of recommendation from individuals who confirm the candidate's potential as a central office administrator.
5. Official undergraduate and graduate transcripts.

Program Requirements		33 SH
EDL601	School Financial Management	3
EDL602	Leadership and Management Strategies	3
EDL603	Educational Planning and Decision-Making	3
EDL604	Administrative Issues for Pluralistic Schools	3
EDL690	Educational Leadership Internship	8
EDL693	Educational Leadership Seminar	4
ILD602	School Policy and Politics	3
ILD604	Curriculum Evaluation	3
ILD605	Instructional Implications of Staff Development	3
	Elective Option	3

Internship

The Educational Leadership Specialist internship is designed for selected individuals whose education and experience allow them to develop professionally through the application of theory and research to administrative practice. Interns are placed in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effectiveness in district level administrative positions.

The intern's responsibilities are defined by the cooperating district, the intern, and the department advisor. Participative and collaborative processes guide the intern's interactions within the entire school community. The intern experience is concerned with planning, policy development, decision-making and resource allocation, program evaluation and improvements, community relations, staff relations, and board relations including the politics of governance and operations.

The internship is a culminating activity taken upon completion of all course requirements for the Educational Leadership Specialist Degree. The internship is offered under three different options giving the intern an opportunity to select the option that best fits the intern's personal and professional needs. A minimum of 800 clock hours of service in the cooperating district is required under each option. The options are:

- A. A full-time internship for one academic year with a stipend paid by the cooperating district. This is the preferred option of the Educational Leadership Department.

- B. A part-time internship for one year with one half of the intern's time reserved for personal and professional commitments and the other half reserved for service in the cooperating district, which provides a partial stipend.
- C. An extended internship spanning two academic years. This option obligates the intern to work at times that minimize conflicts with personal and professional commitments but allow completion of special administrative projects assigned by the cooperating district.

Time Limit and Retention Policies

The Educational Specialist degree must be completed within a six-year time limit. Students receiving two C's or lower in any of the program courses are dropped from the program. The student's advisor is responsible for monitoring the academic progress for each advisee.

Exit Requirements

- 1. Satisfactory completion of course work necessary to meet the Educational Leadership Department's requirements for the Type 75 General Administrative and General Supervisory Certificate.
- 2. Satisfactory completion of all required and elective courses in the Educational Specialist program.
- 3. Satisfactory completion of the internship.
- 4. Satisfactory completion of an oral comprehensive examination conducted upon completion of the program by members of the Educational Leadership Department.

Educational Psychology

The Department of Educational Psychology offers course work leading to the M.S.Ed. and the Ed.D. degrees in Educational Psychology and houses the professional training program in School Psychology. The professional training program in School Psychology requires the completion of either the Ed.S. or the Ed.D. degree. The department also sponsors a continuing education program for practicing school psychologists and educators leading toward the Certificate of Advanced Studies (C.A.S.).

Educational Psychology (M.S.Ed.)

The Master of Science in Educational Psychology is designed to provide a strong theoretical background in the field of Educational Psychology. The Master of Science degree program is also designed to enable graduates to continue studying at the post-master's level.

Applications for the graduate program leading toward an

M.S.Ed. in Educational Psychology are accepted twice a year. Application deadlines are October 15 and April 15. Individuals applying to the program who have not majored in psychology or education as undergraduates may need to complete additional course work as prerequisites.

Entrance Requirements

Applicants to the program need to submit the following application materials:

- 1. Completed application
- 2. Scores from the General Aptitude Section of the Graduate Record examination (GRE) taken within the last five years.
- 3. Three letters of recommendation
- 4. Official undergraduate and graduate transcripts.

All application documents, including the GRE scores, must be received by the Graduate Admissions Office by the October 15 and April 15 application deadlines.

Residency and Retention Policies

Students may take up to six years to complete all M.S.Ed. degree requirements, including a research thesis. Students who receive two or more "C" or lower grades, or whose grade point average (GPA) falls below 3.0 will be dropped from the program. Students may appeal such decisions to the Graduate Admission and Retention Council.

Program Requirements 36 SH

Core Course Requirements 14 SH

ESR500	Introduction to Graduate Research	2
ESR502	Statistical Methods in Education	2
ESR503	Research Design Analysis	2
FND504	History and Philosophy of Education	2
FND505	Perspectives on Contemporary Issues	2
EPS599	Thesis in Educational Psychology	4

Program Core 12 SH

EPS500	Contemporary Survey of Child Development	2
EPS503	Neuropsychology of Behavior and Learning	2
EPS507	Abnormal Psychology	2
EPS508	Psychology of Adolescence	2
EPS510	Theories of Teaching and Learning	2
EPS519	Theories of Personality	2

Electives (May be from among the following) 10 SH

EPS516	Social Psychology	2
*EPS520	Theories and Practices of Guidance and Counseling/K-12	2
EPS521	Study and Practice of Group Dynamics I	2
*EPS539	Psychology Applied to Discipline and Motivation	2
*EPS530	Diagnostic Testing/Individual Educational Assessment	2
*SPE500	Introduction to Exceptional Children and Adolescents	3
SPE520	Characteristics of Children and Adolescents with Learning Disabilities	3
	A Methods in Education course	2
SPE530	Characteristics of Children and Adolescents with Behavior Disorders	3
* Required for School Psychology Certification		

Educational Psychology (Ed.D.)

Please see page 102 for a description of the doctoral program in Educational Psychology.

School Psychology (Ed.S.)

The professional training program in School Psychology subscribes to the Scientist-Practitioner model and prepares individual to work as psychologists in schools and other educational settings. Students take course work designed to examine psychological theories and research and to engage in experiences that bridge theory, research, and practice in learning environments.

Individuals who majored in psychology or education as undergraduates may apply to the School Psychology program after completing their B.A. degree. A total of 72 semester hours are required for the completion of the School Psychology program, which includes a one-year internship in the public schools. The total number of semester hours may be reduced if students completed equivalent courses in a prior graduate program. Those applying directly after the B.A. must complete the M.S.Ed. in Educational Psychology before applying to the Ed.S. degree. Students will work closely with their advisors in planning their program to assure that it meets both degree and School Psychology certification requirements.

Individuals who have completed a master's degree in education, psychology or related fields may apply directly to the Ed.S. degree. However, they will need to complete all the courses required for School Psychology certification that have not been previously taken. After admission to the program, students will meet with their advisor to determine the exact number of courses needed to meet both the Ed.S. and certification requirements.

All students must complete a research thesis before completing their School Psychology training. Students who

completed a research thesis in other programs or institutions may submit it to their advisor for a review. A prior thesis will be accepted if it meets the School Psychology program's thesis requirements.

The Educational Specialist degree in School Psychology is designed to prepare individuals to engage in a broad range of activities as psychologists in educational settings. Courses are designed to provide educational and professional experiences in assessment, counseling, consultation, research, and other areas.

Applications for the graduate program leading toward an Ed.S. degree in Educational Psychology are accepted twice a year. Application deadlines are October 15 and April 15. Individuals who completed a master's program other than the M.S.Ed. in Educational Psychology at National-Louis University may need to complete additional course work to complete all School Psychology certification requirements.

Entrance Requirements

Applicants to the program need to submit the following application materials:

- 1. Completed application
- 2. Scores from the General Aptitude Section of the Graduate Record Examination (GRE) taken within the last five years
- 3. Four letters of recommendation
- 4. Official undergraduate and graduate transcripts

All application documents, including the GRE scores, must be received by the Graduate Admissions Office by the October 15 and April 15 application deadlines.

Residency, Retention and Exit Policies

Students may take up to six years to complete all Ed.S. degree requirements, including the internship. Students who receive two or more "C" or lower grades, or whose grade point averages (GPA) fall below 3.0 will be dropped from the program. Students may appeal such decisions to the Graduate Admission and Retention Council. The exit requirement for the Ed.S. degree is a comprehensive written examination. Students who have not completed a research thesis at the master's level must complete it as part of the Ed.S requirements.

Program Requirements 36 SH

Program Core 15 SH

EPS531	Personality Assessment I	2
EPS532	Measurement of Intelligence/Theory and Administration I	2
EPS534	Measurement of Intelligence/Theory and Administration I	2

90	EPS535	Diagnostic Evaluation of the Infant and the Preschool Child	2
	EPS540	Seminar in School Psychology	3
	EPS593	Legal and Professional Issues in School Psychology	2
	EPS650	Advanced Child Development	2
	Practicum		8 SH
	EPS560	Practicum in Individual Counseling	2-3
	EPS561	Practicum in School Consultation	2-3
	EPS562A	Practicum in School Psychology I: Assessment for Instructions	2-3
	EPS562B	Practicum in School Psychology II: Integrating Clinical Services	2-3
	Electives (May be from among the following)		7 SH
	EPS523	Short Term Strategic Family Intervention	2
	EPS651	Applied Clinical Neuropsychology	2
	EPS652	Advanced Clinical Neuropsychology	2
	EPS653	Personality Assessment II	2
	EPS654	Personality Assessment III	2
	EPS655	Child and Adolescent Psychopathology	2
	EPS656	Communication and Personality Change	2
	EPS657	Psychopharmacology for School Personnel	2
	Internship*		9 SH
	EPS590A	Internship in School Psychology	

Students complete an Ed.S. program plan upon admission to the program. The plan must be signed by the student, the student's advisor, and the director of the program. Waivers and substitutions for program core courses must be approved by the Director of the School Psychology program.

* Internship

Each student must complete the equivalent of one academic year-long full-time internship as a School Psychologist. This may be completed as one year of full-time activity or two consecutive years of half-time activity. The intern is supervised by an approved on-site supervisor and a faculty member from the School Psychology program.

The internship occurs at the completion of the program sequence as the culminating experience. The intern, in conjunction with the on-site supervisor and the faculty member, writes a plan of study outlining the internship experience.

Educational Psychology (C.A.S.)

The Certificate of Advanced Study is designed for those students who already possess a graduate degree in Educational Psychology and who are interested in engaging in continued

graduate study that will add a new career dimension to their current professional competencies. Examples might include course work in neuropsychology, counseling psychology, or advanced intervention techniques. Students seeking admission to the C.A.S. must follow the steps in the admission procedures of the Graduate School discussed in another section of the catalog. Applications for the C.A.S. will be reviewed at the same time periods as the M.S.Ed. and the Ed.S. degrees.

Elementary Education (M.A.T.)

The Master of Arts in Teaching degree in Elementary Education is designed for students with baccalaureate degrees who desire the Illinois Standard Elementary (K-9) teaching certificate. This is considered a basic program, with emphasis on entrance requirements to the profession. Advanced specialization in a subject area may be achieved within the elective hours. Professional study is combined with practical classroom experience. The focus is on the preparation of prospective teachers who will provide learning opportunities for children, with concern for them as human beings and for their unique learning behaviors. The course work and degree requirements must be met within a period of six years.

After they have had their transcripts reviewed for general education requirements, students must meet with a program advisor within thirty days after admission to the graduate school to plan their degree programs. If there are any general education deficiencies, they must be made up before application for certification.

Course Requirements		38 SH
CIS480B	Methods for Teaching Social Studies	2
ELE580	Elementary Education/Preclinical Experiences	2
ELE590	Student Teaching	6
EPS500	Survey of Child Development	2
EPS510	Theories of Teaching and Learning	2
ESR500	Introduction to Graduate Research	2
ESR501	Research for Teachers	2
FND504	History and Philosophy of Education	2
MHE480B	Methods for Teaching Mathematics	2
RLL480B	Methods for Teaching Language Arts	2
RRL500	Survey of Reading Methods and Materials	2
SCE480B	Methods for Teaching Science	2
SPE500	Introduction to Exceptional Children and Adolescents	3
	Electives (available for advanced specialization in a chosen subject area)	7

Students should enroll in Introduction to Graduate Research (ESR500) no later than the fifth course of graduate study.

M.A.T. Student Teaching Policies

Admission to and continuance in student teaching are contingent on the following:

1. The student must be accepted into the Graduate School of Education.
2. The student must file, by designated deadlines, a formal application for student teaching, using the forms provided.
3. The student must submit to the M.A.T. program director or designee a report of a TB test taken within the past year.
4. The student must give evidence of emotional stability, adequate personality adjustments, and academic competency as indicated by cumulative observations and recommendations of three instructors of methods or preclinical courses.
5. The student may be asked to submit a report of satisfactory speech as determined by a specific test administered by a faculty member of the university Speech Department.
6. College work in residence at National-Louis University must precede enrollment in student teaching.
7. Prerequisite courses must be completed:

CIS480B	Methods of Teaching Social Studies
ELE580	Elementary Education/Preclinical Experiences
EPS500	Contemporary Survey of Child Development
EPS510	Theories of Teaching and Learning
FND504	History and Philosophy of Education
MHE480B	Methods of Teaching Mathematics
RLL480B	Methods of Teaching Language Arts
RRL500	Survey of Reading Methods and Materials
SCE480B	Methods of Teaching Science
SPE500	Introduction to Exceptional Children and Adolescents

8. Any student who receives a grade below a "B" and demonstrates a lack of readiness in the methods courses shall automatically be delayed from a student teaching assignment. Each student shall have the benefit of a case conference composed of the program director and three faculty appointed by the Elementary Education Department Chair. If a student is denied admission to student teaching, that student may petition the Admission and Retention Council.
9. Interviews with persons responsible for the student teaching placement may be required before final placements are assigned.
10. The student must have completed a minimum of 100 hours of prestudent teaching clinical experiences.

Interdisciplinary Studies in Curriculum and Instruction (M.Ed.)

The Department of Interdisciplinary Studies in Curriculum and Instruction offers an M.Ed. field-based program. This alternative approach to graduate study that addresses educational needs that may not be adequately met through traditional programs. The program is especially designed for highly motivated, experienced K-12 teachers who seek professional growth as classroom practitioners, rather than seeking new certification or specialization. The program offers an integrated, innovative course of study with four main strands: curriculum and instruction, foundations, human development, and research. Classes are held at convenient off-campus locations and meet one night weekly over a two-year period, thus allowing professional educators to earn a master's degree without interrupting their careers.

Field-based classes in the M.Ed. program are formed whenever 15 students have formally applied for admission to graduate study and have fulfilled the graduate school admission requirements. The students forming a class are selected from applicants who work or live within a designated geographical area. Students, in conjunction with staff, determine the time and place of class meetings. Once this decision is made, students are guaranteed that all courses will meet and that the program can be completed on schedule. Because this is a self-contained, integrated program, all 32 semester hours of required course work must be taken for the awarding of the degree. This makes it impossible to apply previous or different credit from National College of Education or other graduate schools toward meeting the requirements of this program.

Every element of this program is designed to connect theory and practice. The program components provide an integrated experience of academic study, classroom application, reflective thinking, classroom research and professional development. Successful completion of the program, which leads to a Master of Education (M.Ed.) degree, requires that students:

- maintain at least a "B" average in the program course work.
- apply course content toward systematic reflection and innovation in their own classrooms.
- prepare a written report regarding the outcomes of a classroom research project.

Program Requirements		32 SH
Term I		12 SH
CIC528	Curriculum and Instruction I: Theory and Design	3
EPS527	Group Theory and Classroom Applications	3
ESR510	Educational Research I: Conceptions	3
FND509	Educational Foundations	3

92	Term II	12 SH
CIC529	Curriculum and Instruction II: Analysis and Application	3
CIC591	Field Study/Curriculum and Instruction	3
EPS528	Human Development and Learning I: Theory and Applications	3
ESR511	Educational Research II: Response to the Literature	3
Term III	8 SH	
CIC594	Independent Study/Curriculum and Instruction or	3
EDL594	Independent Study/Educational Supervision or	
CIL531	Cross Cultural Education	3
EPS529	Human Development and Learning II: Contemporary Issues	3
ESR591	Field Study/Research Applications	2

Leadership in Curriculum and Teaching (Ed.S.)

The Educational Specialist program, Leadership in Curriculum and Teaching, builds upon master's degree programs in curriculum and instruction (and related areas) to address leadership by classroom teachers in curriculum and teaching. Teachers play a decisive role in all aspects of school life; and their leadership, both formal and informal, is crucial to the success of every innovation, reform, or change in schools. This Ed.S. program is designed to help classroom teachers assume a variety of collegial leadership responsibilities in schools and districts. These teacher leaders do not become school administrators, nor end their roles as classroom teachers. Rather, they provide leadership and expertise as professional educators to their colleagues, schools, and communities in areas of program, curriculum, and staff development in both general areas of curriculum and teaching as well as traditional content fields. In the program, they examine various approaches for making the schooling experiences of students more meaningful, experiential, holistic, reflective, and collaborative. The program leads to an Educational Specialist degree (Ed.S.) but carries no certification or endorsement. Rather, it leads to increased personal involvement in issues and programs in the schools.

The program emphasizes teachers working collaboratively with colleagues. Therefore, most of the program's course work takes place in an intensive, reflective experience with the same group of about 15 colleagues over two years. Opportunities, experiences, issues, and problems of teacher leadership are the substance of group discussion under the guidance of a team of instructors from National-Louis University. To enhance the continuity and clarity of ideas and experiences, the course work is deliberately integrated during three program terms of about

eight months each. Six core courses, two per term, along with required internships, define the heart of the Ed.S. program. Through internships the teacher-leaders undertake leadership roles for various tasks and activities in the schools and districts. Ed.S. students are assisted in designing internships each term that are integrated into their course work.

Ed.S. students are also required to complete a limited number of elective (postmasters) courses that enrich their backgrounds. Electives are individual courses that do not necessarily coincide with the course work of the Ed.S. group in the terms of the program.

Program requirements		33 SH
Term I		
EPS525	Group Dynamics and Leadership Applications	3
IDS560	Integrated Curriculum I: Philosophical and Theoretical Foundations	3
IDS590	Internship	1-4
Term II		
IDS561	Integrated Curriculum II: Practical and Political Aspects of Implementation	3
IDS590	Internship	1-4
ILD601	Culture of the School and Classroom	3
Term III		
IDS590	Internship	1-4
ILD605	Instructional Implications of Staff Development	3
ILD604	Curriculum Evaluation	3
A total of nine semester hours of Internship (IDS590) must be successfully completed. Students may register for varying numbers of credits for each term's internship, according to the schedule of their professional obligations and opportunities.		
In addition to the 6 required core courses (18 semester hours) and 3 internships (9 semester hours), students must also complete 6 semester hours of electives, approved by their advisor.		
		SH
Program Core Courses		18
Internship		9
Electives		6

Mathematics Education

The Mathematics Education Program is a forward-looking, classroom-teacher-oriented program. It enables middle school mathematics teachers to further develop instructional strategies, make sound decisions about content selection and teaching approaches, and prepare for leadership roles at the building or district level. The content of mathematics is treated in an appropriate manner for teachers.

The courses provide practical, in-depth focus on effective teaching strategies for content, analyzing students' learning of mathematics, dealing with common learning and teaching problems, challenging the able learner, evaluation and assessment, and understanding issues in school mathematics.

Throughout the program important themes receive continuing attention: mathematical thinking and reasoning, mathematics as communication, problem solving and applications, and use of concrete materials.

This sequence fits within the existing master's degree programs for the Master of Education, the Master of Science in Education, and it may be taken beyond the master's degree by the student who wishes to add this specialty to his/her master's degree by completing the Certificate of Advanced Study (C.A.S.).

		Semester Hours		
		M.Ed.	M.S.Ed.	C.A.S.
Core Course Requirements (see pages 72-73)		10	14	4
Program Requirements (Grades 5-8)		24	24	26
MHE501	Teaching Number Concepts, Operations and Computation/Middle School			3
MHE502	Topics and Methods in Algebra for Middle School Teachers			3
MHE503	Issues and Directions in Mathematics Curriculum, Learning and Instruction			3
MHE510	Topics in Math for Middle School Teachers: Geometry			3
MHE511	Topics in Math for Middle School Teachers: Number Theory			3
MHE512	Topics in Math for Middle School Teachers: Probability and Statistics			3
MHE593	Seminar in Mathematics Education			3
Electives		3	3	5
Total Minimum Hours		34	38	30

Reading and Language

The Reading and Language Department offers four programs: one each in reading, writing, literacy, and a doctoral program in reading and language. These programs combine research, theory, and practice to give teachers, supervisors, administrators, and other professionals an understanding of literacy acquisition, development, and instruction.

Reading Specialist Program

The Reading Specialist Program is designed for educators interested in developing their teaching or in qualifying as reading teachers or specialists. The program meets the guidelines of the International Reading Association and the State of Illinois guidelines for the preparation of reading teachers. The sequence of courses provides an in-depth understanding of the research, theory, and practice related to the reading process and reading instruction. Courses deal with the nature of reading and its development and then relate that foundation to instructional approaches, assessment, and instruction for divergent readers and staff development in the schools. Application of learning is ensured in practicum, classroom, and school-based experiences.

State Certification in Reading

• State Guidelines

The reading sequence fulfills the State of Illinois guidelines for the preparation of reading teachers and specialists by including 18 hours of course work in the areas prescribed by the Illinois State Board of Education. The areas are:

- Foundations of reading fundamentals, including reading in the content areas
- Testing procedures and diagnosis of reading disabilities
- Diagnostic teaching/corrective techniques and materials
- Clinical or laboratory practicum in reading
- Literature appropriate for the age of students included in the program

(Illinois State Board of Education booklet, Minimum Requirements, undated, p. 47.)

The above minimum requirements must be met by applicants for reading positions. Endorsement, which is not required, is available through individual application to the Illinois State Board of Education. Endorsement is available only to holders of state standard elementary, or secondary certificates.

• Type 10 Standard Special Certification

Students who complete the full 36-hour program may apply for Special Type 10 Certification in Reading in one of two ways:

1. Direct application to the state of Illinois. The Reading Specialist program provides 26 of the 32 hours required by the state, including all the required course areas as indicated in the state endorsement standards above. Testing, certification, experience, and other requirements must also be met.
2. Through institutional entitlement. The 36-hour program supplies all the Reading Specialist course requirements for certification by entitlement. Graduates may apply if they: hold a valid, regular, state of Illinois elementary or secondary certification with constitution test passed; meet state general and professional education requirements; pass the appropriate state tests; have two years of contracted teaching experience; have worked with students at elementary and secondary levels in the classroom or in the NCE/NLU practicum.

Students are responsible for keeping abreast of all information and changes contained in published standards and are encouraged to request the booklet Minimum Requirements for State Certificates from Illinois State Board of Education, 100 N. First St., Springfield, IL 62777-0001, or from the appropriate regional office.

• Reading Supervisory Endorsement

The two courses required for the reading endorsement are:

EDL510	Administration and Organizational Development of Schools	(3SH)
EDL533	Supervising Instruction	(3SH)

Along with Type 10 certification, the Reading Supervisory endorsement may be obtained through entitlement by including these two courses in the master's degree or C.A.S. program in reading.

Reading Specialists who already hold Type 10 certification may individually apply to the State of Illinois for supervisory endorsement after completing EDL510 and EDL533.

Semester Hours			
	M.Ed.	M.S.Ed.	C.A.S.
Core Course Requirements (see pages 72-73)	10	14	4
Program Requirements	26	23	26
RLL520* Survey of Literature for Children and Adolescents or			2

RLL521*	Children's Literature or	2	
RLL522*	Adolescent Literature		
RLR501*	Methods and Materials for Teaching	3	
	Beginning Reading		
RLR502*	Methods and Materials for Teaching	3	
	Reading Comprehension		
RLR503*	Methods and Materials for Teaching	3	
	Content and Advanced Reading		
RLR510*	Diagnostic Techniques for the	3	
	Reading Specialist		
RLR511*	Corrective Techniques for the	3	
	Reading Specialist		
RLR518	Supervising the Reading Program	3	
RLR592*	Practicum in Remedial Reading	3	
	Instruction		
RLR593	Seminar in Reading Research	3	
	(M.S.Ed. students complete a thesis in reading instead)		
Total Minimum Hours	36	37	30

* Meet State Document I Guidelines.

Courses needed to meet state of Illinois general and other professional education requirements are not included.

Reading Recovery™ Program

A Reading Recovery Teacher Leader training program is offered in consortium arrangement with the State of Illinois and with the University of Illinois at Urbana-Champaign. This program is open only to post-master's applicants through special district-based arrangement with the Reading Recovery Program.

C.A.S. Options

Students interested in a C.A.S., not oriented toward certification, should so indicate at the time of making a study plan to be advised of appropriate program options.

Writing Program

The writing program is designed for elementary, middle, and secondary school personnel interested in leadership roles in school-based writing programs. The program includes re-experiencing the writing process as a participant and as a designer of effective instructional strategies. It provides course work in linguistics, acquisition and development of oral and written language, the relationship of reading and writing, and writing assessment. The program offers electives in the use of the computer in the writing class, drama as a stimulus for writing, writing across the curriculum, research design, and literature for children and adolescents.

		Semester Hours		
		M.Ed.	M.S.Ed.	C.A.S.
Core Course Requirement (see pages 72-73)		10	14	4
Program Requirements		16	16	16
RLL533	Introduction to Linguistics			2
RLW541	Teaching Writing			2
RLW542	Teacher as Writer			2
RLW543	Instructional Strategies in the Writing Process			2
RLW544	Analysis and Assessment of Writing			2
RLW593	Seminar in Writing Development			2
Any two of the following four courses:				
RLL534	Reading and Writing Relationships			2
RLR501	Methods and Materials for Teaching Beginning Reading			3
RLR502	Methods and Materials for Teaching Reading Comprehension			3
RLR503	Methods and Materials for Teaching Content and Advanced Reading			3
Elective Options including:		6	4	14
RLD600	Language, Linguistics and Literacy			3
RLD604	Current Issues in Reading Research			2
RLD605	Replication of a Reading Study			2
RLL520	Survey of Literature for Children and Adolescents			2
RLL521	Children's Literature			2
RLL522	Adolescent Literature			2
RLL526	From Drama To Writing			2
RLL531	New Developments in Teaching Communication Skills			2
RLL541	Computers in the Writing and Reading Program			2
RLR552	Designing Inservice Programs to Improve Writing			2
RLL585	Workshop/Literacy/Instruction			1-4

RLW550	Research in Composition	2
RLW551	Writing Across the Curriculum	2
SPE510	Speech and Language Development in Early Childhood/Special Education	3

Total Minimum Hours	32	34	34
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Language and Literacy Program

The program in literacy is designed for classroom teachers interested in integrating language arts instruction. Such teachers, who are committed to teaching reading, writing, and language across the curriculum, will find the whole language emphasis both illuminating and directly applicable to the classroom. The focus in this program is on designing effective instructional strategies to develop literacy; for this, the oral base for learning to read and write is central. Students may select courses within this program to form their own mini-concentrations, i.e., drama, literature, reading, writing, or reading-writing relationships.

		Semester Hours		
		M.Ed.	M.S.Ed.	C.A.S.
Core Course Requirement (see pages 72-73)		10	14	4
Program Requirements		18	18	18
RLL520	Survey of Literature for Children and Adolescents or			2
RLL521	Children's Literature or			2
RLL522	Adolescent Literature			2
RLL525	Creative Dramatics in the Classroom (unless undergraduate course)			2
RLL532	Integrating the Language Arts in the Classroom			2
RLL533	Introduction to Linguistics			2
RLL534	Reading and Writing Relationships			2
RLL593	Seminar in Literacy Studies			2
RLR500	Survey of Reading Methods and Materials (or appropriate upper level reading course)			2
RLW541	Teaching Writing (or appropriate upper level writing course)			2

Electives in the Reading and Language Department equal a total of 18 hours, including the courses in the Literacy Sequence

Additional electives to be selected in consultation with academic advisor.

Total Minimum Hours	34	36	34
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Science Education

The Master's Degree program in science education is designed to meet the needs of teachers in the middle and junior high school grades (4-9) who seek to update their content knowledge in science, deepen their understanding of science as a discipline of inquiry, and develop their professional leadership and instructional skills. The program is for educators who are preparing for a variety of positions including teaching, curriculum supervision, and instructional administration. The program features courses dealing with the interaction of science, technology and society, science content relevant to middle grade science teachers, and courses focusing upon curriculum issues and teaching methods. These courses fit within the Master of Education (M.Ed.), the Master of Science in Education (M.S.Ed.), and the C.A.S. programs.

		Semester Hours		
		M.Ed.	M.S.Ed.	C.A.S.
Core Course Requirements (see pages 72-73)		10	14	4
Program Requirements		22	22	22
SCE500	Science, Technology and Society			3
SCE501	Advanced Methods and Materials for Teaching Science			3
Content Courses (Prerequisite SCE500 or permission)				
SCE510	Topics in Science for Middle School Teachers: Physical Science			3
SCE511	Topics in Science For Middle School Teachers: Earth Science			3
SCE512	Topics in Science For Middle School Teachers: Biological Science			3
Topical Methods Courses (Select two or more)				
SCE520	Applied Chemistry for Teachers			2
SCE521	Astronomy for Teachers			2
SCE522	Meteorology for Teachers			2
SCE523	Environmental Education for Teachers			2
SCE524	Human Biology for Teachers			2
Seminar				
SCE593	Seminar in Science Education: Issues and Trends			3
	Approved Electives			2
Total Minimum Hours		34	36	30

Special Education

The Department of Special Education offers four programs for graduate study:

- Learning Disabilities (LD)
- Behavior Disorders (BD)
- Learning Disabilities/Behavior Disorders (LD/BD)
- General Special Education

The purpose of these programs is to prepare teachers of exceptional children and adolescents to assume a variety of roles in classrooms and as consultants in the following settings:

- public and private day schools
- residential facilities
- hospitals and clinics

Students pursuing graduate study in special education may earn both state certification (Type 10 Certificate) and a graduate degree (Master of Education or Master of Science in Education). The Master of Arts in Teaching is available for students with baccalaureate degrees who desire the Illinois standard elementary teaching certificate and a Type 10 Certificate. For students who already have a master's degree, the Certificate of Advanced Study is another option.

Certification by Entitlement

Students successfully completing a program in the Department of Special Education will earn certification by entitlement in either LD, BD, or LD/BD. Certification by entitlement may be transferrable to other states. Students who are interested in this option should contact the Department of Education in that particular state.

Learning Disabilities

Students who successfully complete all certification requirements are eligible by entitlement for the Type 10 certification in Learning Disabilities in the state of Illinois. Students who complete the appropriate core course requirements will also receive the master's degree or C.A.S.

		Semester Hours		
		M.Ed.	M.S.Ed.	C.A.S.
Core Course Requirements (see pages 72-73)		10	14	4
Requirements for Type 10 Certification/ Learning Disabilities		32	32	32

SPE484	Diagnosis and Remediation in Reading Disabilities/Special Education	2
SPE485	Diagnosis and Remediation in Mathematics Disabilities/Special Education	2
SPE500*	Introduction to Exceptional Children and Adolescents	3
SPE501*	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE502*	Language Development and Language Disorders of Children and Adolescents	3
SPE503*	Collaboration, Consultation and Direct Service in Special Education (formerly called General Methods)	3
SPE520*	Characteristics of Children and Adolescents Challenged with Learning Disabilities	3
SPE521*	Methods of Teaching Children and Adolescents Challenged with Learning Disabilities	3
SPE592A*	Practicum/Teaching Children and Adolescents Challenged with Learning Disabilities	3-5
SPE593*	Seminar in Special Education	3
Special Education Electives (select courses in special education in consultation with program advisor to equal a minimum of 32SH for concentration).		

*15 hours of clinical experience required as part of this course.

Behavior Disorders

Students who successfully complete certification requirements are eligible by entitlement for the Type 10 certification in Behavior Disorders in the state of Illinois. Students who complete the appropriate core course requirements will also receive the master's or C.A.S.

		Semester Hours		
		M.Ed.	M.S.Ed.	C.A.S.
Core Course Requirements (see pages 72-73)		10	14	4
Requirements for Type 10 Certification/ Behavior Disorders		32	32	32
SPE484	Diagnosis and Remediation in Reading Disabilities/Special Education			2
SPE485	Diagnosis and Remediation in Mathematics Disabilities/Special Education			2
SPE500*	Introduction to Exceptional Children and Adolescents			3

SPE501*	Educational and Diagnostic Assessment of Exceptional Children and Adolescents	3
SPE502*	Language Development and Language Disorders of Children and Adolescents	3
SPE503*	Collaboration, Consultation, and Direct Service in Special Education (formerly called General Methods)	3
SPE530*	Characteristics of Children and Adolescents Challenged with Behavior Disorders	3
SPE531*	Methods of Teaching Children and Adolescents Challenged with Behavior Disorders	3
SPE593*	Seminar in Special Education	3
SPE592B	Practicum/Teaching Children and Adolescents Challenged with Behavior Disorders	3-5
Special Education Electives (select courses in special education in consultation with program advisor to equal a minimum of 32SH for certification).		

*15 hours of clinical experiences required as part of this course.

Learning Disabilities/Behavior Disorders

Students who successfully complete all certification requirements are eligible by entitlement for the Type 10 certification in both Learning Disabilities and Behavior Disorders in the state of Illinois. Students who complete the core course requirements will also receive the master's or C.A.S.

		Semester Hours		
		M.Ed.	M.S.Ed.	C.A.S.
Core Course Requirements (see pages 72-73)		10	14	4
Certification Requirements		34	34	34
SPE484	Diagnosis and Remediation in Reading Disabilities/Special Education			2
SPE485	Diagnosis and Remediation in Mathematics Disabilities/Special Education			2
SPE500*	Introduction to Exceptional Children and Adolescents			3
SPE501*	Educational and Diagnostic Assessment of Exceptional Children and Adolescents			3
SPE502*	Language Development and Language Disorders of Children and Adolescents			3
SPE503*	Collaboration, Consultation and Direct Service in Special Education (formerly called General Methods)			3

98	SPE520*	Characteristics of Children and Adolescents Challenged with Learning Disabilities	3	CIC	Curriculum and Instruction
	SPE521*	Methods of Teaching Children and Adolescents Challenged with Learning Disabilities	3	ELE	Elementary Education
	SPE530*	Characteristics of Children and Adolescents Challenged with Behavior Disorders	3	CIG	Education of the Gifted
	SPE531*	Methods of Teaching Children and Adolescents Challenged with Behavior Disorders	3	CIH	Humanities Education, Art and Music Education
	SPE593*	Seminar in Special Education	3	CII	Instructional Media and Library Services
	SPE592C	Practicum/Teaching Children and Adolescents Challenged with Learning Disabilities and Behavior Disorders	3-5	CIL	Bilingual Education; English as a Second Language
				CIM	Middle School Education
				CIS	Social Studies Education
				CIN	Health Education
				CPE	Computer Education
				ECE	Early Childhood Education
				EDL	Educational Leadership
				EPS	Educational Psychology
				ESR	Educational Statistics and Research
				FND	Foundations
				MHE	Mathematics Education
				RLL	Language and Literacy
				RLR	Reading and Language
				RLW	Writing
				SCE	Science Education
				SPE	Special Education

*15 hours of clinical experiences required as part of this course.

General Special Education

The purpose of this program is to provide a vehicle by which already certified special education teachers can earn a master's degree or Certificate of Advanced Study in special education. The program is designed to offer flexibility in designing a program to meet the student's unique needs. This program does not provide certification and it is open only to teachers who have a Type 10 certificate in any special education area. The student fulfills core course and 9 semester hours of program requirements. The remaining 15 semester hours are taken as electives.

	Semester Hours		
	M.Ed.	M.S.Ed.	C.A.S.
Core Course Requirements (see pages 72-73)	10	14	4
Program Requirements	24	18	26
SPE502*	Language Development and Language Disorders of Children and Adolescents	3	
SPE503*	Collaboration, Consultation and Direct Service in Special Education (formerly called General Methods)	3	
SPE593*	Seminar in Special Education	3	

Electives in Special Education

Students select a minimum of 15 semester hours of electives in consultation with the assigned advisor. In order to meet the individual student's needs and interests, elective courses may be taken from the following programs or departments:

With the consent of the program advisor, up to six semester hours of workshop credit in Special Education may be used to fulfill degree requirements. Workshop credit may not be used to meet certification requirements.

Preclinical Experiences

Special Education students are required by the Illinois State Board of Education to complete a minimum of 100 clock hours of preclinical experiences before beginning the Student Teaching Practicum in Special Education. The 100 hours involve observation of exceptional children and adolescents in various special education and mainstream settings.

The preclinical experiences are integrated into most of the courses required for certification. There are 15 clock hours of clinical experiences required for each of the following courses: SPE500, SPE501, SPE502, SPE503, SPE520, SPE521, SPE530, SPE531, and SPE593. The preclinical experience requirements are organized around the content of each course and represent a practical application of the material presented.

All of the preclinical hours must be documented in the Special Education Preclinical Log Sheets obtained from the course instructor and signed by the instructor. All logs and related written assignments are kept by students and are on call at the end of the program to prove completion of the preclinical components. Graduate status students must send copies of all log sheets to the Department Chair.

Practicum

A student teaching practicum is required of all students in special education entitlement/degree sequences. Students must register for one of the following:

SPE592A	Practicum/Teaching Children and Adolescents Challenged with Learning Disabilities
SPE592B	Practicum/Teaching Children and Adolescents Challenged with Behavior Disorders
SPE592C	Practicum/Teaching Children and Adolescents Challenged with Learning Disabilities and Behavior Disorders

The practicum is provided either on campus, in approved local school districts, or in other types of special education facilities. The practicum experience is supervised by special education faculty and staff.

All course work (including the 100 clock hours of preclinical experiences integrated into the courses) must be completed prior to taking the practicum in special education.

The number of semester-hours credit and location of the practicum are determined in consultation with the student's faculty advisor and based on the student's academic, personal and professional background and goals. M.A.T. students must take 5 semester hours, while M.Ed., M.S.Ed., and C.A.S. students take 3 semester hours.

The on-campus clinic practicum involves placement at the Center for Learning in Lombard or Evanston (after school, Saturdays, summers) see page 80. The field practicum involves placement in a special education classroom, resource, or collaborative consultation program, in a public or private school.

Students must make arrangements for practicum placement with the Special Education Department Chair at least one quarter before registering for the course. Registration for practicum requires degree status in special education and consent of the Department Chair.

Supervisory Approval

Students who earn the type 10 Certificate are eligible for the Supervisor of Special Education Approval by adding two courses and meeting all state requirements. These courses are:

SPE560	Organization and Administration of Programs for Exceptional Children and Adolescents
SPE561	Supervision of Programs for Exceptional Children and Adolescents

The state requirements are:

- 1. The above two courses
- 2. Type 10 Certificate in each area to be supervised
- 3. Master's degree

- 4. Two year's teaching experience in each area to be supervised
- 5. Course work that includes:

SPE500	Introduction to Exceptional Children and Adolescents
SPE501	Educational and Diagnostic Assessment of Exceptional Children and Adolescents

A characteristics course in each area to be supervised
A methods course in each area to be supervised

Director of Special Education

Those students who take courses to qualify for the Director of Special Education Certificate must obtain the general administrative and supervisory certificates (see page 86).

Early Childhood Special Education

The program in Early Childhood Special Education has been incorporated into the Early Childhood Program (see page 83). Students may earn an Early Childhood Special Education Approval by taking the following 4 courses required by the Illinois State Board of Education:

ECE512	Early Childhood Curriculum
EPS536	Diagnostic Evaluation of the Preschool Child
SPE500	Introduction to Exceptional Children and Adolescents
SPE510	Speech and Language Development in Early Childhood/Special Education

Doctor of Education (Ed.D.)

The doctoral programs in the College of Education are designed to prepare leaders in education. The program builds upon a tradition of expertise in the content and processes of teaching and learning. For over 100 years, the College has produced exceptionally well-qualified preservice teachers. In the last two decades, the College has focused on providing advanced education for teachers and educational leaders. The doctoral programs represent a major aspect of this effort. Consistent with the strengths and quality of its graduate faculty, doctoral programs are offered at the Evanston campus in three main areas:

- Educational Psychology
- School Psychology Option
- General Option
- Reading and Language
- School Leadership
- Educational Leadership
- Instructional Leadership

Admission Procedure

Admission Criteria

Admission decisions are based on the following evidence: the completed application form, the applicant's academic record, professional experience, letters of reference, Graduate Record Examination (GRE) scores, a writing sample, and an interview. The process of admission occurs in two stages. First, the application, undergraduate and graduate transcripts, a resume that includes a description of professional experiences, letters of reference, and GRE scores are submitted to the Office of Graduate Admissions. In completing the application form, it is important that the applicant develop comprehensive application statements detailing professional and educational experiences and goals, as these written statements are used along with other evidence in determining the applicant's potential for success in pursuing the Ed.D. degree.

A grade point average of 3.25 or better in master's level courses is required of all applicants. Letters of reference are to be completed on the forms provided. Two of the four required letters should be completed by persons associated with the applicant's recent graduate work and two by persons supervising the applicant's professional work.

All applicants to the doctoral program are required to take the General Aptitude Section of the GRE, and verbal, quantitative, and analytic scores will be considered. Students should plan to take the GRE six to eight weeks in advance of the December 15 deadline. (Phone Educational Testing Service 708-869-7700 for information. The GRE codes for National-Louis University is as follows: Institutional Code: R 1551-1.) Results from the GRE taken within the past five years are acceptable. Individual programs may require additional materials. Application folders are reviewed by faculty from the respective doctoral programs.

Because of the limited size of the doctoral programs, only a small number of applicants are selected to participate in the second stage of the admission process, which consists of the writing examination and the interview. The structured writing assessment, involving a choice among four or five questions, is administered by National College of Education staff. The writing sample is read by at least three faculty members, including one from the program area to which application is made and one from the graduate faculty at large, in order to evaluate the applicant's organizational and writing skills.

Applicants are interviewed by faculty of the program to which application has been made. The objectives of the interview process are to establish that applicants have clearly defined goals for pursuing doctoral study, to determine that the applicants' goals may be met through the doctoral programs, to gain further information about the applicants and to clarify areas of concern, to provide an opportunity to applicants to ask questions about the programs, and to enable applicants to acquaint themselves with faculty in the programs.

Application Deadlines

Applications for admission to the doctoral programs are considered once a year, during January and February. The Office of Graduate Admissions must receive all application materials, including GRE scores, by December 15. The materials are considered during the first phase of the admission process. All applicants are notified by January 31 whether or not they have been selected for the second phase of the admission process, consisting of the interview and writing examination. The final set of applicants is informed by March 15 concerning their status.

Applicants denied admission may petition the Admission and Retention Council for review of their application. Petition forms may be requested from the Office of Graduate Admissions, completed and submitted to the Chair of the Admission and Retention Council. Applicants may then be recommended for provisional admission. Students whose petitions are denied may then appeal procedural issues to the Associate Dean of the College.

Financial Aid

Students admitted to the doctoral programs are eligible for financial support. Because a major purpose of the doctoral program scholarship fund is to encourage doctoral students to take a year off from regular employment for full-time study, highest priority is given to students who plan to undertake doctoral study on a full-time basis for a given academic year. Such students are eligible for full or half tuition scholarships for one academic year if need is demonstrated. In addition, teaching, staff development, clinical, and research assistantships are often available to full-time doctoral students.

Remaining scholarship funds are available for new and continuing doctoral students who register for a half-time course load (four semester hours) or more. The typical award will cover the tuition of a two-semester-hour course during each of three terms of the academic year. Because the size of the scholarship fund is limited, priority is given to doctoral students on the basis of need first, and then, on the basis of merit. In addition, students registering for a minimum of ten semester hours during the academic year and summer and who are experiencing extreme need may also apply for financial aid.

Students must submit applications for financial aid and completed financial aid forms to the Director of Doctoral Programs by April 15. Students will be notified by May 30 concerning financial support.

Academic Policies

Residency Requirement

Students are required to take 20 semester hours in no more than five consecutive academic terms. Each program will determine meaningful ways to involve students with faculty to ensure that the spirit of the traditional residency requirement is maintained.

Time Limit

The doctoral degree must be completed in eight years from the date of admission. Within this time frame, a student is expected to make regular and consistent progress, which is subject to periodic review.

Enrollment Requirement

Students are expected to register every quarter until the completion of their degrees. Students who are not registered for three consecutive quarters will be notified by the Director of Doctoral Programs that they have been dropped from the doctoral program. Students desiring to be reinstated may submit to the Graduate Admission and Retention Council a written petition stating the reason for the inactivity.

Leave of Absence

Students may request a leave of absence for one calendar year. Students are to petition the Graduate Admission and Retention Council for approval indicating why a leave is necessary; the petition must have the approval of the Director of Doctoral Programs and the Associate Dean. Students are notified of the decision in writing by the Graduate Admission and Retention Council.

Transfer of Credit

Transfer credit for 12 semester hours of postmaster's course work from National-Louis University or other institutions offering graduate degrees is approved by the directors of the doctoral programs. Approval for transfer credit beyond 12 semester hours is obtained through petition to the Graduate Admission and Retention Council. Credit for courses taken more than 6 years prior to the time the student was admitted to the doctoral program is to be approved through petition to the Graduate Admission and Retention Council.

Educational Specialist Credits

The doctoral program requirements may be reduced by a maximum of 33 semester hours when a student has completed an Ed.S. degree and, as part of that program, has completed

course and/or internship requirements that are also Ed.D. requirements. For students completing Ed.S. degrees at institutions other than NLU, the reduction must not exceed 18 semester hours. Eligible students are to petition to the Director of the doctoral program to which they have been admitted. Requests will be reviewed on a case-by-case basis to determine the number of semester hours by which the doctoral program requirements may be reduced. Credit for courses and/or internships taken more than 6 years prior to the time a student was admitted to a doctoral program are to be approved through petition to the Graduate Admission and Retention Council. Final approval for the program reduction must be obtained from the Director of Doctoral Programs and submitted with the National College of Education Doctoral Study Plan to the Registrar.

Doctoral Handbook

Additional procedures and policies regarding the doctoral programs are included in the Doctoral Handbook. Students are to consult both the catalog and the Doctoral Handbook to determine program requirements. The Handbook is available upon request from the Director of Doctoral Programs.

Degree Requirements

Each doctoral student is required to take core courses and research and dissertation courses. These required courses and their semester hour commitments are listed below. This common core represents areas of knowledge which the graduate faculty considers essential for all doctoral candidates in education.

Doctoral Core		8 SH
CCD600	Cognitive Psychology	2
CCD601	Analysis and Design of Instruction	2
CCD602	Systems and Communication Theory	2
CCD603	Interdisciplinary Seminar	2
Research, Dissertation		19 SH
ESR600	Qualitative Research Methods	3
ESR602	Doctoral Research Design and Analysis	3
ESR603	Advanced Statistics and Design	3
	or	
ESR601	Advanced Qualitative Research and Evaluation	3
ESR604	Dissertation Proposal Seminar	2
CCD699	Dissertation	8

102 **Comprehensive Examinations**

Each program will administer a comprehensive examination. The examination, designed to help students integrate knowledge gained from the program, covers content of the area of concentration and the core courses. It is read by two faculty members and the program director. Further specification of examination format and timing is made by the faculty of each program (see the description of comprehensive examinations under each program).

Dissertation Requirements

Doctoral students will demonstrate the competencies associated with a traditional dissertation including: (1) the ability to analyze, synthesize, interpret, and discuss the implications of existing literature on a well-defined question; (2) the ability to formulate a problem and design a plan for its study; (3) the ability to analyze evidence critically and discuss its implications. Programs are responsible for determining their own policies for meeting these objectives.

Educational Psychology Program

The Educational Psychology Doctoral Program is designed to integrate knowledge of psychology and education for the purpose of better understanding the nature of individuals' learning and the conditions and contexts that maximize learning and development. Students take course work designed to examine psychological theories and research and engage in experiences that bridge theory and practice in learning environments. The Educational Psychology Doctoral program encompasses two program options: (1) Educational Psychology/School Psychology and (2) Educational Psychology/General.

Educational Psychology/School Psychology Option

The doctoral level School Psychology program subscribes to the Scientist-Practitioner model and prepares individuals to work as psychologists in schools and other educational settings, to engage in research, to pursue clinical work in private or other clinical settings, and to pursue academic teaching posts. Individuals completing this option may apply to sit for the Illinois Clinical Psychology Licensing Examination.

In addition to the doctoral level courses described below, students are to complete all courses required for School Psychology certification.

Please see page 88 of the catalog for additional information about the School Psychology professional training program and certification requirements.

Program Requirements

63 SH

Doctoral Core	8
Research Dissertation	19
School Psychology Core	15
Internship/School Psychology	6
Internship/Educational Psychology	3
Minor Concentration	12

Please see Internship section below for a description of the two internships.

School Psychology Core

EPD651	Applied Clinical Neuropsychology	2
EPD653	Personality Assessment II	2
EPD655	Child and Adolescent Psychopathology	2
EPD692A	Practicum: Theories and Practice in Behavioral Consultation	2
EPD692B	Practicum: Theories and Practice in Mental Health Consultation	2
EPD692C	Practicum: Theories and Practice in Organization Development Consultation	2
EPD693	Seminar: Issues and Research in Educational Psychology	3

Internship

The internship experience is composed of two parts and requires a total of 9 semester hours. Of the 9 hours, 6 must be taken as part of the year-long School Psychology supervised internship in school settings. This part of the internship must meet all state certification internship requirements.

An additional 3 hours of internship in Educational Psychology may include research, clinical, or teaching experiences. Together with the program advisor, the student develops an additional internship experience designed to meet the student's professional and educational goals. The student can choose any Educational Psychology faculty member with whom to complete the internship. The student should contact the faculty member to discuss the specific internship and complete an internship proposal form.

Minor Concentration

Students are to take six semester hours in each of two minor concentrations, such as counseling psychology, clinical psychology, neuropsychology, developmental psychology, or education to provide for breadth of knowledge in areas relevant to school psychology.

The minor concentration in neuropsychology is intended to provide school psychologists with sufficient breadth and depth to conduct neuropsychological assessment and to function as liaisons between medical and school professionals. It is NOT intended to qualify school psychologists as neuropsychologists.

Educational Psychology/General Option

The Educational Psychology/General Option is designed to prepare individuals for leadership and research positions in a broad range of educational settings including schools and special education settings, universities, and continuing education programs for working adults. The program integrates theories and research in psychology and education for the purpose of bridging the gap among theory, research, and practice. Individuals whose undergraduate and master's degrees are not in psychology may be required to complete prerequisites in addition to the program requirements below.

Program Requirements

63 SH

Doctoral Core	8
Research Dissertation	19
Educational Psychology Core	15
Internship/Educational Psychology	3
Minor Concentration	12
Electives	6

Educational Psychology Core

EPD651	Applied Clinical Neuropsychology	2
EPD653	Personality Assessment II	2
EPD655	Child and Adolescent Psychopathology	2
EPD692A	Practicum: Theories and Practice in Behavioral Consultation	2
EPD692B	Practicum: Theories and Practice in Mental Health Consultation	(2)
EPD692C	Practicum: Theories and Practice in Organization Development Consultation	(2)
EPD693	Seminar: Issues and Research in Educational Psychology	(3)

Internship

The internship experience requires a total of three semester hours, which may include research or teaching experiences. Together with the program advisor, the student develops an internship experience designed to meet the student's professional and educational goals. The student can choose any Educational Psychology faculty member with whom to complete the internship. The student should contact the faculty member to discuss the specific internship and complete an internship proposal form. The faculty member submits the proposal to the Director of the Educational Psychology Doctoral Program for approval.

Minor Concentration

Students must take six semester hours in each of two minor concentrations, such as counseling psychology, clinical psychology, neuropsychology, developmental psychology, or

special education to provide for breadth of knowledge in areas relevant to school psychology. 103

The minor concentration in neuropsychology is intended to provide school psychologists with sufficient breadth and depth to conduct neuropsychological assessment and to function as liaisons between medical and school professionals. It is NOT intended to qualify school psychologists as neuropsychologists.

Electives

Six semester hours of elective course work is to be selected on the basis of the student's professional goals and in consultation with the student's advisor.

Additional procedures and policies regarding the Educational Psychology/General Option and the Educational Psychology/School Psychology Option are included in the Doctoral Handbook. Students must consult both the catalog and the Doctoral Handbook to determine program requirements.

Reading and Language Program

The doctoral program in Reading and Language is designed to prepare graduates who are interested in school-based leadership positions, advanced clinical work, or college teaching. It is distinguished by a close blending of theoretical and practical courses and experiences so that graduates are prepared as professionals with the competence to make a difference in their jobs. Rigorous course work and carefully supervised internships in clinical supervision, teaching, research, staff development and evaluation constitute the core of the preparation experience.

Admission Requirements

Prior reading course work, elementary or high school teaching experience, and/or certification are required for entry to the Reading and Language Program.

These requirements include one graduate reading course in beginning reading and a second graduate reading course in comprehension or secondary/content area reading. These two courses cannot be used toward the doctoral program. The four additional requirements can be used for graduate credit in the doctoral program:

1. Diagnosis of Reading Problems
2. Correction of Reading Problems
3. Introduction to Linguistics or Language Development
4. Children's, Juvenile, or Adolescent Literature

For promising candidates not demonstrating such preparation, appropriate course work is required as a pre- or post-admission requirement.

104

Program Requirements		63 SH
Doctoral Core		8
Research, Dissertation		19
Reading and Language Core		15
Internship		6
Reading and Language Electives (600-level only)		8
Electives		7

In addition to the doctoral core and research and dissertation requirements of the Graduate School, doctoral students in Reading and Language are to complete four types of course work: a core of five courses on topics central to the study of reading and language; a variety of internships; advanced reading and language electives; and general electives. Individualization of programs occurs in the design of appropriate internship experiences and in the selection of advanced reading and language courses and electives. The course of study is planned by each student in consultation with the student's program advisor in accord with the needs and objectives of each student.

Reading and Language Core

RLD600	Language, Linguistics, and Literacy	3
RLD601	Orthography and Word Recognition	3
RLD602	Reading Comprehension: Research and Application	3
RLD606	Instruction and Staff Development in Reading and Language	3
RLD607	Theory and Research in Writing	3

The 15-semester-hour Reading and Language Core provides basic knowledge concerning the history of reading research, current issues, and research methodology, with intensive study of such topics as language development, early reading acquisition, comprehension, writing, and staff development in a small seminar format.

Internship

A total of six semester hours is required in internships, which may include diagnostic teaching, staff development, publishing and research experiences in such settings as the classroom, the school, the university, the reading clinic or the private sector. Internships provide the opportunity for a student to acquire and apply knowledge about reading in a practical setting under close supervision.

Advanced Reading and Language Electives

Eight semester hours of 600-level reading and language course work are selected on the basis of the student's professional goals.

RLD603	Historical Issues in Reading Research	2
RLD604	Current Issues in Literacy Research	2
RLD605	Replication of a Reading Study	2
RLD651	Research in Emergent Reading and Writing in Young Children	1
RLD694	Independent Study in Reading and Language	1-3
Electives*		

* Seven semester hours of elective course work are selected on the basis of the student's professional goals and in consultation with the student's advisor.

School Leadership Program

The School Leadership Doctoral Program is designed to prepare individuals to serve in various leadership roles in educational administration and in curriculum and instruction. The program is comprised of two overlapping yet distinct strands: Educational Leadership and Instructional Leadership. Prospective students are to apply for admission to one of the two strands (see specific descriptions of each strand below).

Educational Leadership Program Strand

The Educational Leadership Doctoral Program strand is designed to prepare individuals to serve in executive, school-leadership roles in the areas of administration and supervision. Tomorrow's school leaders must blend the art, science, and craft dimensions of administration to be truly successful and effective educational leaders. By combining course work and internship experiences, the program integrates theory, research, and practice into a cohesive plan of study for educational leaders. (Meets #75 Superintendent Certification)

Admission Requirements

In addition to admission requirements set forth by the Foster G. McGaw Graduate School, applicants for doctoral study in Educational Leadership are to document evidence of at least two years of administrative leadership in the educational field. During the admission interview, the applicant is asked to share educational background, experience, career goals, and applicability of this program to the applicant's goals.

Program Requirements

63 SH

Doctoral Core	8
Research and Dissertation	19
Educational Leadership Core	33
Elective	3

Educational Leadership Core

SH

EDL601	School Financial Management	3
EDL602	Leadership and Management Strategies	3
EDL603	Education Planning and Decision Making	3
EDL604	Administrative Issues for Pluralistic Schools	3
EDL690	Educational Leadership Internship	8
EDL693	Educational Leadership Seminar	4
ILD602	School Policy and Politics	3
ILD604	Curriculum Evaluation	3
ILD605	Instructional Implications of Staff Development	3

Internship

The internship is designed for individuals to develop professionally in administrative practice through the application of theory and research. The intern's responsibilities are defined by the cooperating administrator, intern, and academic advisor. The intern experience provides an opportunity for program planning, policy development, school improvement, community relations, staff relations, board relations, and politics of governance and operations.

The internship is offered under three options:

1. Full time for one academic year with a stipend paid by the cooperating organization.
2. Part time for one academic year with one-half of the intern's time reserved for personal and professional commitments and the other half reserved for service in the cooperating organization, which provides a partial stipend.
3. Extended two academic years with the intern completing administrative projects assigned by the cooperating organization. The extension minimizes conflicts with personal and professional commitments.

Relation to Educational Specialist Program

The Educational Leadership Doctoral Program may be reduced by 33 semester hours if a student has completed an Ed.S. degree in the Educational Leadership Department at National-Louis University. Students eligible for this option are to have course work applicable to the doctoral program approved by the Educational Leadership Doctoral Program Director.

Comprehensive Examination

The Educational Leadership comprehensive examination is to be passed by the student prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

Instructional Leadership Program Strand

105

The Instructional Leadership doctoral program strand is designed to prepare high level scholar practitioners to provide leadership in curriculum and instruction in schools. As a broadly based interdisciplinary program, the program emphasizes:

- relationships among research, theory, and practice
- social, cultural, political, and historical contexts of education
- translating knowledge into meaningful action in areas of curriculum and instruction, teacher education, and school leadership.

It therefore serves the needs and purposes of classroom practitioners, curriculum coordinators, staff developers, school administrators, and teacher educators.

Admission Requirements

In addition to admission requirements set forth by the Foster G. McGaw Graduate school, candidates for doctoral study in Instructional Leadership are to have completed four years of successful teaching experience and show evidence of leadership ability in the educational field. During the admission interview, applicants are asked about their background, career goals, and the applicability of this program to their goals.

Program Requirements

63 SH

Doctoral Core	8
Research, Dissertation	19
Instructional Leadership Core	20
Internship	2
Minor Concentration	14

In addition to the core and research requirements, students will complete three types of course requirements specific to the program: the Instructional Leadership core, an internship, and a minor area of concentration.

Instructional Leadership Core

ILD600	Instructional Applications of Life-Span Development	3
ILD601	Culture of the School and Classroom	3
ILD602	School Leadership: Policy and Politics	3
ILD603	Effective Instruction in Content Fields	3
ILD604	Curriculum Evaluation	3
ILD605	Instructional Implications of Staff Development	3
ILD693	Instructional Leadership Doctoral Seminar	2

All of the courses in the 20-semester-hour Instructional Leadership core include a one-semester-hour field application designed to bridge theory and practice.

Internship

The internship is designed to give the doctoral student an opportunity to apply, in a field-based setting, knowledge and research skills gained from course work. Each student consults with a faculty advisor to evaluate past educational and professional experiences and develops a plan for an appropriate internship.

Minor Concentration

Each student is to choose at least one minor area from the following: Curriculum and Instruction, Special Education, Mathematics Education, Science Education, Reading and Language, Administration and Supervision, Superintendent Endorsement, or Computer Education, and will complete at least 14 semester hours within the minor concentration.

Course Descriptions

The courses listed below are offered to meet the needs of educators, preprimary through high school, enrolling for graduate study at National College of Education. At the time of admission to graduate study, students, in consultation with an assigned advisor, select a program of study that best fits their needs and interests for which they have entrance qualifications.

Course Numbering System:

National College of Education

400-499	Upper level undergraduate/graduate courses
500-599	Master's level
600-699	Doctoral level

First three alpha designations are codes for department or subject area. Fourth character indicates level.

Department/Subject Codes

CCD	Doctoral Core
CIC-	Curriculum and Instruction
CIG-	Education of the Gifted
CIH-	Humanities Education, Art and Music Education
CII-	Instructional Media and Library Services
CIL-	Language Minority Education
CIM-	Middle School Education
CIN-	School Nurse
CIS-	Social Studies Education
CIW-	Health Education
CPE-	Computer Education
ECE	Early Childhood Education
EDL	Educational Leadership
ELE	Elementary Education
EPD-	Educational Psychology, Doctorate
EPS-	Educational Psychology
ESR-	Educational Statistics and Research
FND	Foundations
IDS-	Interdisciplinary Studies
ILD-	Instructional Leadership
MHE	Mathematics Education
RLD	Reading and Language, Doctorate
RLL	Language and Literacy
RLR	Reading and Language
RLW	Writing
SCE-	Science Education
SPE-	Special Education

581-589 Workshop: A workshop is intended to provide students with direct and focused experiences on specific topics, materials and/or approaches. A maximum of 6 semester hours of workshop credit may be applied toward a degree. The appropriateness of acceptability of workshops for degree credit should be determined in consultation with the student's advisor.

594 Independent Study: An independent study provides an opportunity for students to pursue advanced scholarly study in special areas where they seek further information, or wish to investigate a practical school problem. Special forms may be obtained from the Graduate Administrative Office and must be signed by the student's instructor, the student's advisor, and the dean of the graduate school. Prerequisite: Admission to degree program. On-campus registration.

599 Thesis: A thesis, required of all Master of Science in Education students, is a formal written document which investigates a theory or particular point of view and which is the result of disciplined inquiry. The student should present the thesis proposal signed by all members of the student's committee at the time of registration for thesis credit. Prerequisite: Research Design Analysis. On-campus registration.

699 Dissertation: Required of all doctoral students. The dissertation is initiated and produced by the student under the guidance of a dissertation committee. Guidelines for dissertation proposal and final document are outlined in the Doctoral Program Handbook. Prerequisites: Satisfactory completion of comprehensive doctoral exam and ESR604.

Doctoral Core

CCD600 Cognitive Psychology

Focus will be on contemporary theoretical models of information processing. Topics covered will include attention, short term and long term memory, encoding and retrieval mechanisms, categorization, and problem solving. Consideration will also be given to practical concerns of text comprehension, the structure of knowledge, and the understanding of language. Prerequisite: Advanced standing. 2 semester hours

CCD601 Analysis and Design of Instruction

An advanced course that examines alternative ways of thinking about classroom instruction. Past and current studies of teaching and instructional effectiveness are considered for their theoretical, methodological, and practical implications. Prerequisite: Advanced standing. 2 semester hours

CCD602 Systems and Communication Theory

This advanced level core course in the doctoral program focuses on the application of general systems theory to group and organizational life especially as it relates to public and private school settings. Emphasis will be placed on helping the

108 professional educator become a more effective consultant in working with fellow educators at different levels of hierarchical organizations. Prerequisite: Advanced standing. *2 semester hours*

CCD603 Interdisciplinary Seminar

An advanced seminar for doctoral students on topics related to education from fields such as liberal arts, science, business, and medicine. The seminars are designed to provide opportunities for doctoral students and faculty to interact with each other and with representatives from related fields. Students must attend ten seminar sessions over a two-year period to qualify for the two semester hours of credit. Prerequisite: Doctoral standing. *2 semester hours*

CCD699 Dissertation

An independent study course in which the student works on a dissertation under the supervision of a faculty member. Prerequisite: Consent of instructor. *1-4 semester hours*

Curriculum and Instruction

CIC500 Curriculum Theory: Historical and Philosophical Perspectives

This course is concerned with the theoretical foundations of the field of curriculum and their applications. *2 semester hours*

CIC502 Curriculum Planning, Implementation and Evaluation

A comprehensive overview of constructing, using and assessing curriculum. Attention is given to a range of topics from theoretical dimensions of curriculum to the development of methods for evaluating curriculum and instruction. Prerequisite: CIC500. *3 semester hours*

CIC504 Instructional Decision Making

This course examines the centrality of the teacher as instructional decision maker in the teaching/learning process. Various ways of teaching are analyzed and their foundations explored. Prerequisite: CIC500. *3 semester hours*

CIC506 Elementary School Curriculum

Designed to acquaint the student with elementary curriculum patterns and practices. Analysis and discussion of current trends in curriculum development as it relates to prekindergarten through middle school. Prerequisite: CIC500. *3 semester hours*

CIC510 Techniques of Individualizing Learning

Studies of learning style, grouping practices, content or subject material, instructional objectives, instructional materials, learning environment, helpers schedule, and learning contracts are involved in the course. *2 semester hours*

CIC514 Classroom Management

Exploration of philosophical and practical knowledge

concerning the underlying premises and daily workings of elementary and/or middle school classrooms founded on variant principles. *2 semester hours*

CIC516 Teaching for Thinking

In this course students will investigate conceptions and perspectives on human cognition that relate to instruction in subject areas of the elementary school curriculum. Strategies for teaching to enhance cognitive processes and conceptual change will be emphasized. *3 semester hours*

CIC528 Curriculum and Instruction I: Theory and Design

This course considers the theoretical foundations for curriculum design and instruction. Major instructional models and their application to the content areas will be a focus. Offered in the Interdisciplinary Studies program only. *3 semester hours*

CIC529 Curriculum and Instruction II: Analysis and Applications

This course examines the process of curriculum analysis, evaluation, and development. The student will study a variety of instructional strategies and their application in the classroom offered in the Interdisciplinary Studies program only. *3 semester hours*

CIC583 Workshop/Curriculum and Instruction/Contemporary Issues

1-4 semester hours

CIC584 Workshop/Curriculum and Instruction/Curriculum Materials

1-4 semester hours

CIC585 Workshop/Curriculum and Instruction/Instructional Practices

1-4 semester hours

CIC587 Workshop/Curriculum and Instruction/Management and Discipline

1-4 semester hours

CIC590A Internship/Curriculum and Instruction

On-the-job experience in the role of change agent in a given educational program includes supervised responsibility for observation, evaluation, and possible in-service of staff thus involved in instructional changes and/or curriculum development. Prerequisite: CIC500. *2-5 semester hours*

CIC591 Field Study/Curriculum and Instruction

Organized exploration of some aspect of curriculum development and instructional strategy in the classroom. Students are afforded the opportunity to develop and implement curriculum formatively. (Offered in the Interdisciplinary Studies program only.) *3 semester hours*

CIC592 Seminar: Educational Inquiries

Provides a culminating and integrating experience for students in the Generalist program. Students will be asked to examine critically, the interrelatedness of educational issues, prekindergarten through secondary school. The seminar will also include the conducting of action research projects related to students' individual interests. Because this is a culminating experience to the degree program, students are to take this course among the last three courses in their program, preferably in their final term. All exceptions must receive department chair approval. Prerequisites: CIC502, CIC504, ESR500, ESR501. *3 semester hours*

CIC593 Seminar in Curriculum and Instruction

Provides a culminating and integrating experience for students studying curriculum and instruction. Students will be asked to explore, from the generalist point of view, the interrelatedness of curriculum and instruction, prekindergarten through secondary school. The seminar will also include critical analysis of learning acquired and the production of concrete evidence of accumulated learning. Prerequisite: Consent of department. *2 semester hours*

CIC594 Independent Study/Curriculum and Instruction

Provides graduate students in degree programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem. This course is offered on campus and in the Interdisciplinary Studies program. *3 semester hours*

CIC595 Selected Topics in Curriculum and Instruction

This course provides the student with the opportunity to explore current or specialized topics in the field of curriculum or instruction. *1-6 semester hours*

CIC599 Thesis

Required of all Master of Science in Education students; a formal written document that integrates a theory or particular point of view and results from disciplined inquiry. *4 semester hours*

CIG500 Identification and Characteristics of Gifted and Talented

This course provides a foundation for understanding the gifted and talented child and adolescent. It includes identification and characteristics of the gifted, history and philosophy of gifted education, investigation of the research on the talented, the gifted, and an overview of instruments for measurement of intelligence. *3 semester hours*

CIG501 Curriculum Models for Teaching Gifted and Talented

An overview of concepts of curriculum for gifted children as

they relate to building or redefining a gifted program structure. Emphasis will be on models of curriculum for the creatively gifted talented, for the academically gifted and talented, and on curriculum for special gifted groups such as minority and preschool populations. The overall focus of this course will be on how to include critical and creative thinking skills in either a general or specific gifted curriculum. Prerequisite: CIG500. *3 semester hours*

CIG502 Instructional Strategies for Teaching Gifted and Talented

This course focuses on how to implement curricular models given in course 11-501A through specific classroom and program organizational structures, and will focus on how to use class discussion and projects to fulfill curricular goals of teaching critical and creative thinking skills. Prerequisite: CIG500. *3 semester hours*

CIG503 Advanced Methods and Materials for Teaching the Gifted

This course provides the advanced student with an opportunity to design curriculum based upon the research and program models introduced in the Basic and Intermediate Methods courses. *2 semester hours*

CIG510 Administration and Supervision of Programs for Gifted Children

Objectives of this course include assessment and evaluation of the program for gifted and talented in each participant's school district. A second course objective is to help program coordinators develop basic skills or strategies for change. *2 semester hours*

CIG513 Contemporary Issues in Gifted Education

This course includes the study of the special needs of gifted students, counseling and guidance of the gifted, as well as of diverse populations in gifted; i.e., bilingual, handicapped, disadvantaged, highly gifted. Current research in gifted education is also studied. Prerequisite: CIG500. *3 semester hours*

CIG520 Creativity and Giftedness—Theory, Assessment and Application

This course is designed to explore in detail the notion of human creativity. It is intended for a diverse population of parents, classroom, and gifted education teachers, and gifted program coordinators. The emphasis is threefold: (a) on an examination of the theoretical aspects of human creativity, (b) on an exploration of various related assessment techniques, and (c) on practical classroom application. *3 semester hours*

CIG582 Workshop/Gifted Education/Administration and Program Development

1-4 semester hours

- 110 **CIG585 Workshop/Gifted Education/Instructional Practices**
1-4 semester hours

CIG592 Practicum in Gifted Education

A supervised experience that allows students to apply their accumulated knowledge and skills in educating the gifted in a clinical setting. 1-4 semester hours

CIG593 Seminar in Teaching the Gifted

A culminating integrating experience dealing with selected aspects of education of the gifted. Emphasis is on applying research findings and developing carefully articulated positions on major questions and issues. Prerequisites: CIG500, CIG513. 2 semester hours

CIG594 Independent Study/Education of the Gifted
1-4 semester hours

CIG595 Special Topics in Gifted Education

Provides the student with the opportunity to explore current or specialized topics in the field of education for the gifted. 1-6 semester hours

CIH500 Humanities in the Elementary School

Designed for elementary and middle school teachers. The place and function of the humanities in elementary education, instructional approaches for enriching classroom instruction in aesthetic and humanities education. Specific uses of art and music in curriculum and resources available. 2 semester hours

CIH510 Art Education

Designed to give graduate students who have had varying degrees of experience common ground whereby they can grasp the methods and theories of teaching art to children. Basic uses of materials will be stressed with those who have had little experience, while the more advanced students may carry on research in the area of interpretation and do work of a more advanced nature with the basic materials used by children. 2 semester hours

CIH511 Art Education/Special Education
2 semester hours

CIH512 Art Activities in General Education

Designed to help classroom teachers use art activities in the classroom in correlation with social studies, mathematics, science, and language arts. Provides an opportunity to explore and experiment with basic elementary tools, equipment and materials such as clay, plastics, leather, metal, wood. 2 semester hours

CIH520 Methods and Materials for Teaching Foreign Language in the Elementary School

Designed to acquaint participants with vital topics and strategies in the field of teaching foreign language in the

elementary school; child development; the nature and function of language; strategies for teaching listening, speaking, reading, writing and culture; selection creation, use and evaluation of materials; and classroom management. Prerequisite: Two years of foreign language study or proficiency in another language. 2 semester hours

CIH540 Music Education for Teachers

Study of enriching music materials, evaluation of teaching methods and significant trends in music education, round-table discussions, and musical participation and research projects with consideration given to the growth and needs of each student. Prerequisite: An undergraduate music education course or equivalent. 2 semester hours

CIH541 Music Appreciation for Teachers

Understanding and enjoyment of music with a presentation of selected compositions that reflect human experience. Emphasis is given to works of various composers, periods, and styles that have appeal for young people in today's schools. 2 semester hours

CIH550 New Motivations in Classroom Sound/Speech/Movement

A focus on alternative ways to explore, extend, and adapt musical materials especially useful to the classroom. Skill and literacy development through involvement with musical expression. 2 semester hours

CIH582 Workshop/Art Education/Topic
1-4 semester hours

CIH583 Workshop/Art Education/Art History and Culture
1-4 semester hours

CIH585 Workshop/Humanities Education/Instructional Practices
1-4 semester hours

CIH587 Workshop/Music Education/Instructional Practices
1-4 semester hours

CIH591A Field Study/Art Education

An original exploration of a problem of issues in the field of art education. 1-6 semester hours

CIH593 Seminar/Art Education

Insight into the nature of the creative work of children as related to the physical, emotional and aesthetic aspects of child development. Exploration and discussion of various approaches to art education also included. 2 semester hours

CIH594 Independent Study/Humanities Education
1-3 semester hours

CIH500 Media Communications Strategies

An introduction to communication theory processes and systems, including a survey of studies in perception, learning, and creativity. An examination of human behavior will help to clarify theories of human interaction as they relate to the classroom. Anyone interested in improving his understanding of interpersonal communication processes as they may relate to the classroom environment will benefit from this course. 2 semester hours

CIH520 Selection, Utilization, and Evaluation of Instructional Media for Classroom Teachers

A laboratory approach is used to emphasize and develop sound principles of selection, utilization, and evaluation of the wide range of instructional equipment and materials available to schools. Classroom teachers will have ample opportunity to understand better the application of these technologies in the school and will develop the necessary skills to effectively implement their use. Areas of concentration will include media and instruction, projected visuals, audio media, multimedia systems, film, television, mediaware and media set-ups, and computer applications. 2-3 semester hours

CIH525 Application, Design, and Preparation of Instructional Materials for the School Curriculum

A laboratory approach is used to develop sound principles of design, preparation, and application of instructional materials for the school curriculum. Classroom teachers will have ample opportunity to develop new knowledge that will enable them to plan systematically for the use of media. Areas of emphasis will include visual literacy, instructional games, projected and nonprojected visuals, utilizing such newly acquired production skills as lettering, photographic copying and duplicating, dry mounting and laminating techniques, audio recording, and preparation of overhead projectiles. 2-3 semester hours

CIH530 Instructional Strategies for Learning Centers
Principles of effective selection, implementation, and management of child-centered activities, projects, and lessons are the primary focus. Emphasis also placed on instructional theories and strategies and the interrelatedness of the school curriculum, faculty, and learning center. 2 semester hours

CIH540 Organizing Audio-Visual Materials

Focuses on the special problems of cataloging and processing audio-visual library materials. Students must have prior knowledge of use of the Sears List of Subject Headings and the Dewey Decimal Classification and Relative Index. 2 semester hours

CIH545 Instructional Photography
Practical experience in the theory and application of visual literacy. Basic principles of black and white and color

photography are applied to personal enjoyment and to the design and development of instructional materials. This laboratory course will assist even the novice in creating effective photographs, slides, and filmstrips. Prerequisite learning: Although not required, those students possessing a basic understanding of the principles of design will be able to achieve greater depth and perception into photographic composition. 2 semester hours

CIH547 The Creative Response to the Short Film

Seeks to introduce teachers to the techniques of presenting the short film to a class and of eliciting verbal and nonverbal responses at the intellectual and the affective level. This course utilizes intensive film viewing and discussion to develop the theoretical base from which the film medium can be directly and practically applied in the classroom. 2 semester hours

CIH584 Workshop/Instructional Media and Library Services/Curriculum Materials
1-4 semester hours

CIH585 Workshop/Instructional Media and Library Services/Instructional Practices
1-4 semester hours

CIH587 Workshop/Instructional Media and Library Services/Film
1-4 semester hours

CIH589 Workshop/Instructional Media and Library Services/Television
1-4 semester hours

CIL500 Foundations in Language Minority Education

Provides participants with an in-depth understanding of political, social, and educational issues that contributed to the formation of local, state, and federal policy regarding appropriate public school services for language minority populations. Specific instructional models and their theoretical and empirical bases are reviewed. Current research on program effectiveness and pupil achievement is examined. 3 semester hours

CIL505 Methods and Materials for Teaching English as a Second Language

Designed to acquaint teachers with vital topics in the field of English as a Second Language: the nature and function of languages; strategies for teaching listening; speaking, reading and writing; selection, use, and evaluation of ESL materials; placement and classroom management. Prerequisite: CIL500. 3 semester hours

112 **CIL506 Methods and Materials for Teaching Bilingual Students**

A variety of instructional strategies appropriate for language minority students (K-12) will be reviewed. The process of becoming bilingual will be examined. Topics include cultural learning styles, teaching in content areas (science, social studies, math, and language arts), content area assessment, curriculum and program development, and managing a multi-level classroom. Prerequisite: CIL505. *3 semester hours*

CIL510 Assessment of Language Minority Students

Informal and formal assessment procedures and instruments will be analyzed and compared in regard to both language and academic proficiency of second language learners (ESL/EFL). Issues of bias in assessment of language minority students, including special needs students, will be discussed. Prerequisite: CIL500. *3 semester hours*

CIL522 An Examination of Program Models for Limited English Proficient Students

The applicability of various program models to the instruction of limited English proficient (LEP) students is discussed. The theoretical basis and characteristics of the following models are examined: 1) special education for exceptional LEP students; 2) compensatory programs; 3) emersion for majority background students; 4) English as a Second Language programs; 5) bilingual education programs. Considerations for student placement in each of these models is discussed. Prerequisite: CIL500. *3 semester hours*

CIL530 Cross Cultural Psychology
2 semester hours

CIL531 Cross Cultural Education

The role of culture in the American educational system and how various ethnolinguistic groups contribute to the cultural dynamics of a classroom are discussed. Participants examine behavior expectations and learning styles of students of different cultural backgrounds as well as how teacher expectations can affect perceptual judgments of individual students. Suggestions are also given on how to promote learning through effective multicultural classroom management. *3 semester hours*

CIL532 Technology Applications for Linguistically and Culturally Diverse Students

The use of computers and interactive media in linguistically and culturally diverse classrooms is discussed in relation to current research. The selection and use of software and interactive media for use within content area instruction is also presented. Demonstrations of software programs and hands-on activities are incorporated into this course to provide teachers with the information necessary to successfully integrate technology into their classrooms. Prerequisite: CIL500. *3 semester hours*

CIL583 Workshop/Bilingual and Multicultural Education/Contemporary Issues

1-4 semester hours

CIL584 Workshop/Bilingual and Multicultural Education/Curriculum Materials

1-4 semester hours

CIL585 Workshop/Bilingual and Multicultural Education/Instructional Practices

1-4 semester hours

CIL594 Independent Study in Bilingual and Multicultural Education

Provides an opportunity for students to pursue advanced scholarly study or investigate a practical school problem related to bilingual and multicultural education. *1-4 semester hours*

CIL595 Topics in Bilingualism and Education
1-3 semester hours

CIM500 The Middle School: An Overview

Introduces the philosophical history of the middle school. Emphasizes the 10- to 14-year-old child and the unique schooling needs of that student. Includes a description of exploratory programs, curricular designs, teacher competencies, thematic unit planning, and the teacher as a counselor. *2 semester hours*

CIM502 Middle School Curriculum

Expands on the unique needs of emerging adolescents and the necessary curriculum for middle schools. The process of curriculum development, goal setting, needs assessment, affective experiences, and evaluation are applied to the student's own middle school situation. Sample curricular programs are designed as a part of this course. Prerequisite: CIC502. *3 semester hours*

CIM582 Workshop/Middle School Education/Administration and Supervision

1-4 semester hours

CIM583 Workshop/Middle School Education/Contemporary Issues

1-4 semester hours

CIM584 Workshop/Middle School Education/Curriculum Practices

1-4 semester hours

CIM585 Workshop/Middle School Education/Instructional Practices

1-4 semester hours

CIM592 Middle School Practicum

This practicum is a culminating experience for the four middle school courses. The practicum is designed to combine the curriculum, guidance, reading, and instructional courses into a practical project that should indicate an understanding of the middle school child and the middle school as a unique educational setting. *1-4 semester hours*

CIN500 Introduction to Public Health Nursing—Theory and Practice

This two-semester hour course consists of classroom experience plus practicum components. It offers concurrent theory and nursing experience in community health nursing. The focus of the community health nursing component is on the role of the nurse in settings other than in-patient hospital settings. These settings allow for nursing practice at all levels in the provision of holistic health care and the ability to effectively communicate with others. *2 semester hours*

CIN502 Community Health Services

Examines the operation, philosophy, and capabilities of existing local (city, county, and state) health agencies. Examines the interrelationships between community agencies and schools. Career possibilities in the health care fields, noting training required, personal qualities needed, job availability, and tasks related to each career. *2 semester hours*

CIN504 Introduction to Community Health Problems

This two-semester hours course is designed to help the student identify leading health problems in the community. In addition, the student observes in different health agencies in order to acquire an understanding of the different functions and services offered in community agencies in the public, private, and voluntary sectors. *2 semester hours*

CIN560 Issues in School Nursing (formerly CIN593 School Nurse Seminar)

In this culminating course, students will have the opportunity to review and synthesize course material and to consolidate internship experiences. The focus will be on the legal and organizational aspects of the public schools, the administration of the school health program, and the role of the school nurse as a health educator. This course is taken concurrently with the school nurse internship. *2 semester hours*

CIN590 School Nurse Internship

A ten-week supervised experience providing the school nurse intern an opportunity to explore school nursing methods, materials, and programs in public schools under the direct supervision of a certificated school nurse. An issues-related course in School Nursing is taken concurrently. Placement is in consultation with the program coordinator. *6 semester hours*

CIS480B Methods for Teaching Social Studies

Study methods of teaching social studies in the elementary school. The student is expected to demonstrate a knowledge of

113 issues in social studies education as well as methods and materials for teaching social studies. Lesson planning, unit planning, and a variety of instructional strategies are stressed. Admission to M.A.T. Program or consent of M.A.T. Program Director required. Prerequisites: EPS500, EPS510, FND504. *2 semester hours*

CIS500 Methods and Materials for Teaching Social Studies in the Elementary School

Provides awareness of the currently developing trends in the broad area of the social studies in elementary education. Special attention is given to ways of fostering the basic skills required in group cooperation, the understanding and use of abstract concepts, the interpretation of social data and its application to social living, the techniques of social inquiry, and the assessment of values. Students are encouraged to pursue special studies related to individual concerns in teaching. *2 semester hours*

CIS502 Trends in Teaching Social Studies

An advanced course providing an analysis of trends in the social studies curriculum of the elementary school with special reference to selection of content, grade, placement of concepts and activities, methods of teaching, and use of community resources. The course is designed primarily for in-service elementary teachers. *2 semester hours*

CIS504 Asian Cultures/Language & Education
2 semester hours

CIS505 Asian American Experience: A Historical Perspective

2 semester hours

CIS510 Concepts in Social Science/Economics

Exercises and activities make economic concepts meaningful and useful to elementary and middle school teachers. *2 semester hours*

CIS511 Concepts in Social Science/Anthropology

Culture, language, race, diffusion, and change as key ideas for understanding diverse groups within the United States and around the world. Practice in using and adapting for the classroom the research tools of anthropology. *2 semester hours*

CIS512 Concepts in Social Science/Geography

Students will study the five themes of geography: location, place, human interaction with the environment, movement, and region. *2 semester hours*

CIS520 Area Study

Provides an understanding of the peoples of a particular cultural region, noting social, political, economic, religious, and aesthetic similarities as well as diversities. Includes enough history to understand contemporary affairs and foreign policy. Specific emphasis on the following areas of study:

- 114 **CIS520A Area Study/Asia**
2 semester hours
- CIS520B Area Study/Africa**
2 semester hours
- CIS520C Area Study/Central and South America**
2 semester hours
- CIS520D Area Study/Europe**
2 semester hours
- CIS520E Area Study/Mexico & Caribbean**
2 semester hours
- CIS520F Area Study/Contemporary Italy**
2 semester hours
- CIS520G Area Study/Contemporary Britain**
2 semester hours
- CIS520H Area Study/Contemporary France**
2 semester hours
- CIS520I Area Study/Contemporary Germany and Austria**
2 semester hours
- CIS530 American Political Organization and Development (U.S.-Illinois History and Constitutions)**
Provides the elementary teacher with a study of the functions of national, state, and local government in the United States and in Illinois. Recent developments in the distribution of powers, the distinctive character of American party politics and relations of government to the teacher as citizen are stressed. Familiarity with the form and substance of Federal and Illinois Constitutions is required. 2 semester hours
- CIS583 Workshop/Social Science Education/Contemporary Issues**
1-4 semester hours
- CIS585 Workshop/Social science Education/Instructional Practices**
1-4 semester hours
- CIS587 Workshop/Social Science Education/Cultural Studies**
1-4 semester hours
- CIS591 Field Study/Social Science Education/Mexico**
On-site study of selected aspects of Mexican and Mayan culture with an emphasis on the implications of such knowledge for the school curriculum. 1-4 semester hours

- CIS594 Independent Study/Social Science Education**
Issues, perspectives, and practices in different cultural, geographic, and socioeconomic learning environments are identified and compared. 1-3 semester hours
- CIS595 Selected Topics in Social Studies Education**
Provides the student with the opportunity to explore current or specialized topics in the field of social services education. 1-6 semester hours
- CIW500 Health Education in Elementary Schools**
Provides teachers, specialists and administrators with a background of current information relative to health education in the elementary school. Emphasis on planning and directing healthy and safe learning experiences, media and methods, and the integration of health education into a total school program. 2-3 semester hours
- CIW501 Drugs, Addiction and Children**
Students gain an understanding of the pharmacological aspects of drugs and educational methods, which may be employed in teaching about drugs. 2 semester hours
- CIW502 Curriculum in Elementary and Secondary School Health Education**
Students will identify the cornerstones of an effective health education curriculum and will design age and grade-level appropriate units. 2-3 semester hours
- CIW503 Family Life Education**
Provides students with an awareness of developing trends in family living/sex education programs through the study and discussion of available information and resources basic to the topic. 2 semester hours
- CIW504 Sex Education in the School**
This course is designed to provide awareness of the currently developing trends in sex education and to develop a working background of current information relative to this field. 2 semester hours
- CIW506 Recreation in School, Home and Community**
Designed for teachers wishing to develop and enrich their knowledge of recreational activities. Programs, activities, materials, and techniques applicable to schools, city recreation departments, camps, and similar youth-serving agencies will be explored. 2 semester hours
- CIW583 Workshop/Health Education/Contemporary Issues**
1-4 semester hours
- CIW594 Independent Study/Health Education**
1-3 semester hours

- CIW595 Special Topics/Health Education**
Provides the student with the opportunity to explore current or specialized topics in the field of health education. 1-6 semester hours

Computer Education

- CPE500 Introduction to Computers in Education**
This survey course provides the educator with a broad base of knowledge about the uses of computers in education. Students will have hands-on experience with word processing, data bases, spreadsheets, graphics software, instructional software, and teacher utilities. Other topics include software evaluation, hardware selection, and telecommunications. 2 semester hours
- CPE510 Microcomputers for Information Management**
This course focuses on the selection and utilization of microcomputer software appropriate for school and classroom management tasks. Students will act as a consultant and use applications software to design a software system for a specific educational application. Prerequisite: CPE500 or equivalent. 2 semester hours
- CPE511 Applications Software in the Curriculum**
This course provides specific ways to use data bases, word processors, spreadsheets, and graphing utilities to teach subject area objectives in the K-12 curriculum. Students will plan lessons and activities appropriate for their subject area and grade level. Prerequisite: CPE500 or equivalent. 2 semester hours
- CPE512 Problem Solving with Microcomputers**
This course focuses on using the computer to enhance problem solving and critical thinking skills in the classroom. Using a theoretical framework, students will critically review problem-solving software and develop lessons for their own students using appropriate software. Prerequisite: CPE500 or equivalent. 2 semester hours
- CPE520 Programming in BASIC**
This course provides an introduction to programming in the BASIC language. Students learn to write and modify programs that involve branching, loops, subroutines, string manipulation, arrays, files, and graphics. Emphasis is on using structured programming techniques to solve specific problems. Prerequisite: CPE500. 3 semester hours
- CPE521 Programming in Logo**
This course provides an introduction to the philosophy and principles of the Logo language and its application in the classroom. Students write programs involving turtle graphics, numbers, words, and lists, including recursive list processing. They develop a library of Logo procedures, utilities, and curriculum materials for classroom applications. Prerequisite: CPE500 or equivalent. 3 semester hours
- CPE522 Programming in Pascal**
This course provides an introduction to structured programming using the Pascal language. Students write programs using basic scalar data types and data structures, such as arrays, records, and files. Methods and materials for teaching structured programming concepts are discussed. Prerequisite: CPE500 or equivalent. 3 semester hours
- CPE531 Instructional Design of Software**
Students learn the principles of instructional design and apply them to the development of a computer-assisted instructional module. Prerequisites: one programming course and EPS510, or consent of the instructor. 2 semester hours
- CPE532 Microcomputer Technology**
This course provides the educator with an overview of microcomputer hardware and digital electronics. The emphasis is on understanding how computers work and how they interface with peripheral devices. Topics to be covered include computer logic, selection and utilization of microcomputer peripheral devices, and simple maintenance. Prerequisite: One programming course. 2 semester hours
- CPE535 Teaching with Computers Across the Curriculum**
This course focuses on strategies for integrating computer use into classroom practice. Students explore a variety of teaching strategies for using the computer across the curriculum. They design and implement lessons demonstrating appropriate ways to use computer technology to meet existing curricular objectives and to expand curricular options. Prerequisites: CPE510 and either CPE512 or CPE511. 2 semester hours
- CPE540 Classroom Applications of Hypermedia**
In this course students use hypermedia software to organize and link information and to design and develop learning activities relevant to the K-12 curriculum. Topics include graphics, authoring, and scripting. Prerequisite: CPE500 or equivalent. 2 semester hours
- CPE542 Telecommunications in the Schools**
This course examines the variety of ways in which telecommunications is used in education. Students will access on-line information services and educational bulletin boards to send electronic mail, participate in on-line conferences, upload and download files, and search bibliographic data bases. Students will use telecommunications as a professional tool and develop activities that integrate telecommunications across the K-12 curriculum. Prerequisite: CPE500 or equivalent. 2 semester hours
- CPE543 Interactive Multimedia**
Multimedia describes the integration of text, graphics, animation, sound, video, and music under computer control. In this course the students will use commercially available

- 116 multimedia products to create custom presentations for the classroom and use hypermedia software to develop an interactive multimedia product relevant to the school curriculum. Prerequisite: CPE540 or CPE531 or consent of instructor. *2 semester hours*

CPE583 Workshop/Computer Education/Contemporary Issues
1 semester hour

CPE584 Workshop/Computer Education/Curriculum Materials
1 semester hour

CPE585 Workshop/Computer Education/Instructional Practices
1 semester hour

CPE585F Desktop Publishing for the Classroom
Students use popular desktop publishing software appropriate for the K-12 classroom. They learn how to select appropriate desktop publishing software for themselves and their students and prepare desktop publishing materials for use in their classroom. Prerequisite: CPE500 or equivalent. *1 semester hour*

CPE585I Computer Networking in the Schools
In this workshop students will consider the factors that are involved in selecting a computer network for their school setting. The process of needs assessment and proposal development will be used to determine what specifications a network must meet to fulfill district/school requirements. Prerequisite: CPE500 or equivalent; CPE532 recommended. *1 semester hour*

CPE587 Workshop/Computer Education/Programming
2 semester hours

CPE593 Seminar in Computer Education
This course provides a culminating experience for students of computer education. Emphasis is on current trends and issues, seminal readings, and research findings related to the use of computers in education. Issues related to curriculum planning, program evaluation, and staff development at the school and district level are addressed. Prerequisites: CPE531, CPE510, CPE535. On-campus registration. *2 semester hours*

CPE594 Independent Study/Computer Education
Independent study provides an opportunity for degree-seeking students to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. *1-3 semester hours*

CPE595 Selected Topics/Computer Education
1-3 semester hours

CPE599 Thesis/Computer Education
Required of all M.S.Ed. students. The thesis produced by the student is a formal written document that investigates a theory or particular point of view and is the result of disciplined inquiry. Prerequisites: ESR503, CPE593. On-campus registration. *2 semester hours*

RLL541 Computers in the Writing and Reading Program

This course provides an introduction to ways that a word processing program and related software can be used in a composition or reading program. Topics include: heuristics for getting started, generating or predicting ideas, and expanding on a topic; ways to use the computer at each of the stages of the writing and reading process; and an overview of available software for both writing and reading development. Prerequisites: course work in writing or reading, and beginning word processing skills. *2 semester hours*

Early Childhood Education

ECE500 Early Childhood Instructional Methods/Kindergarten

This course focuses on current research, trends, and instructional methodology in the education of kindergarten-aged children. It is designed for those desiring to implement practices that are developmentally appropriate and support current research on effective schools. Prerequisite: EPS500. *2 semester hours*

ECE501 Early Childhood Instructional Methods/Primary/Language Arts and Social Studies

A comprehensive study of instructional methods for teaching language arts and social studies in the K-3 classroom. Includes methods for working with mainstreamed children and children in a multicultural setting. Preclinical experiences are required. Prerequisite: EPS500. *2 semester hours*

ECE505 Early Childhood Instructional Methods/Preprimary/Language Arts, Literature, Art, Music and Movement

A survey of instructional materials and methods and supportive learning environments for teaching language arts, literature, art, music, and movement to young children. Students identify, select, demonstrate, and evaluate appropriate activities and teaching strategies for infants, toddlers, and preschool-aged children. Includes discussion of multicultural understanding and adaptation of experiences for children challenged with special needs. Preclinical experiences required. Prerequisite: EPS500. *2 semester hours*

ECE506 Early Childhood Instructional Methods/Preprimary/Mathematics, Science, and Social Studies

A survey of instructional materials and methods for teaching math, science, and social studies to young children. Students identify, select, develop, demonstrate, and evaluate appropriate activities and instructional strategies for infants, toddlers, and preschool-aged children. Students will also design and evaluate environments that support development of mathematic, scientific, and social studies concepts. Includes discussion of multicultural understandings and adaptation of experiences for children challenged with special needs. Preclinical experiences are required. Prerequisite: EPS500. *2 semester hours*

ECE510 Child, Family and Community

This course presents theoretical structures for examining the dynamics of family life and its impact on the development of children, for understanding the cultural contexts in which children live and for examining the relationship between parents and schools. The present status of children and their families and the economic and social crises that face them will also be discussed. Students will have an opportunity to look at the personal and cultural filters through which they view children and the process of schooling. They will also have an opportunity to study existing community agencies that support children and their families and to discuss the issue of public and private advocacy. Prerequisite: EPS500 or equivalent. *3 semester hours*

The following variation is for students in the Early Childhood Leadership and Advocacy program only:

This course presents an ecological model for studying family systems and different cultural patterns of child rearing; examines some of the social, economic, and technological factors that impact upon the family; and evaluates existing family support services in the community with respect to day care, infant care, and programs for children with special needs. Alternative program models are examined including employer-sponsored programs, resource and referral, and family day care homes. Emphasis is on ways to ensure effective communication between home and school and enrich the family-school partnership. Prerequisite: EPS500. *3 semester hours*

ECE511 Health and Nutrition for Young Children

An overview of factors affecting physical health and development of the child from conception to eight years. Includes dietary needs, administration and organization of school health programs, the role of the teacher in promoting a healthful and safe school environment, social factors detrimental to health, and methods of parent education in promoting physical health. *2 semester hours*

ECE512 Early Childhood Curriculum

This course is designed to acquaint the student with the basic concepts and principles of the early childhood curriculum.

117 Students study the patterns and practices of preschool curricula and analyze and discuss trends in curriculum development for children from birth through age eight. Special attention is given to developmentally appropriate practice, the conceptual base of early childhood curriculums, and individualization of curriculum and instruction. Multicultural, linguistic and special needs issues are addressed in the context of appropriate curriculum and instruction practices. Prerequisite: EPS500. *2 semester hours*

The following variation is for students in the Early Childhood Leadership and Advocacy program only:

This course is designed to acquaint students with the basic concepts and principles of the early childhood curriculum. Current research on different curricular models and teaching strategies are analyzed as they relate to developmentally appropriate experiences for children from birth through age eight. The special curricular needs of bilingual and culturally diverse students is included. Emphasis is given to the role of screening and assessment in curriculum planning and evaluating student outcomes. Includes opportunities for students to implement and evaluate different teaching methodologies and curricular models in their respective educational settings. Offered in the Early Childhood Leadership and Advocacy program only. *3 semester hours*

ECE513 Organization and Administration of Early Childhood Programs

An overview of organizational policies and procedures as they relate to the administration of educational programs for young children from birth through age eight. Evaluates current standards regarding health, safety, nutrition licensing, and legal regulation. Examines the use of space and equipment in meeting program goals. Emphasis is given to the financial and political context of Early Childhood Programs, financial management, staff development, and program, staff and child evaluations. Relationships between social context, organizational structure, policy and program outcomes are highlighted. *2 semester hours*

The following variation is for students in the Early Childhood Leadership and Advocacy program only:

An overview of organizational policies and procedures as they relate to the administration of educational programs for young children from birth to eight years of age. Evaluates current licensing standards, laws, and regulations regarding health, safety, and nutrition. Examines the use of space and equipment in meeting program goals. Emphasis is given to the development of financial management skills and program evaluation skills as they relate to overall program quality. Includes opportunities for students to apply key administrative/management concepts to practical experiences in the field. Offered in the Early Childhood Leadership and Advocacy program only. *3 semester hours*

118 **ECE514 Social Policies and Advocacy in Early Childhood Education**

This course provides an integrated study of the role of public policy with respect to services for young children and their families. Students evaluate various coalition-building strategies and analyze existing political, regulatory, and legislative processes as they relate to children's issues. Emphasis is on field experiences that help students develop effective advocacy skills to influence social policy at the local, state, and federal level. Offered in the Early Childhood Leadership and Advocacy program. *3 semester hours*

ECE524 Fundamentals of Public Relations and Grants Writing

This course introduces the fundamentals of promoting and maintaining a positive public image in the community to prospective supporters, donors, and clients. It provides an overview of potential income sources as well as effective fund-raising strategies. Methods for conducting ongoing needs assessment and writing grant proposals will also be covered. Includes opportunities for students to gain proficiency in using public relations and grant-writing skills in their respective roles in different educational organizations. Offered in the Early Childhood Leadership and Advocacy Program only. *3 semester hours*

ECE525 Strategies for Supervision and Staff Development

This course focuses on the human relations side of administering early childhood programs. It analyzes the objectives and functions of supervision and presents guidelines for recruiting, hiring, training, and evaluating personnel. Evaluates different conceptual models for understanding job satisfaction and explores various individual and organizational strategies for reducing stress and promoting optimal performance. Offered in the Early Childhood Leadership and Advocacy program only. *3 semester hours*

ECE530 Children's Play

This course explores the nature of play and its role in the cognitive, social, emotional, physical, language, and creative development of children, birth through age eight. In addition, it examines the major theories of play, current research on play behavior, environments that support play, and the role of adults in facilitating play activity. Attention is given to the cultural contexts of play and the importance of play for children challenged by special needs. *2 semester hours*

ECE582 Workshop/Early Childhood/Administration and Supervision

1-4 semester hours

ECE583 Workshop/Early Childhood/Contemporary Issues

1-4 semester hours

ECE584 Workshop/Early Childhood/Curriculum Materials

1-4 semester hours

ECE585 Workshop/Early Childhood/Instructional Practices

1-4 semester hours

ECE590 Internship/Early Childhood Education

The internship experience provides an opportunity to develop and refine teaching skills with children from birth through eight years of age. Placement is made in consultation with the faculty advisor in accordance with student's career goals and experience. Supervised experiences must be in approved programs. Students should make arrangements with their faculty advisor for placement two quarters before registering for internship credit. Prerequisites: Degree status, completion of methods course work and preclinical hours, and consent of department. *2-5 semester hours*

ECE591 Field Study/Early Childhood Education

Registration in a field study course indicates an in-depth, organized exploration of some aspect of early childhood education in an area or location separate from the conventional classroom course offering. The student is afforded the opportunity to select, with guidance, unique educational locations for advanced study and/or participatory activities. (A special selection is arranged for Britain: ECE591A) Varied credit. Prerequisite: Consent of instructor. *1-4 semester hours*

ECE591A Field Study/Early Childhood-Special Education/Britain

Graduate students will hear lectures by European authorities in Early Childhood/Special Education. They will visit nursery schools, infant schools, play groups, day care centers, and special education facilities as well as tour each of the cities. *1-4 semester hours*

ECE591B Early Childhood Education/Preclinical Experiences I and II

Directed observation and participation in a variety of early childhood settings. Includes experiences with infants, toddlers, preschool, kindergarten, and primary-aged children. Students also attend scheduled seminars to discuss observational techniques and current issues as they pertain to early childhood education. Preclinical experiences must be arranged in consultation with faculty; requirements are based on experience and certification needs. Prerequisites: Degree status in Early Childhood Education and consent of instructor. Students needing to complete 100 preclinical observation hours for certification must enroll in both sections I and II. *1 semester hour*

ECE593 Seminar/Early Childhood Education

A culminating experience for students completing degree sequences or entitlement programs for early childhood certification. The focus is on developing proficiency in research, writing, and articulating important issues in the field of early childhood education. Prerequisites: Degree status in Early Childhood Education and consent of the instructor. *2 semester hours*

ECE594 Independent Study/Early Childhood Education

Provides students in degree programs an opportunity to pursue advanced scholarly study in special areas of interest or to investigate practical problems relating to teaching in early childhood. *1-3 semester hours*

ECE599 Thesis in Early Childhood Education

Required of all Master of Science in Education students. The thesis is a formal written document investigating a theory or particular point of view that is the result of disciplined inquiry. Prerequisite: ESR503. *4 semester hours*

Educational Leadership

EDL501 Educational Finance

The educational finance course is a practice-oriented experience that informs the student about the historical perspective of funding schools and the significant role that the local property tax has played in school funding. The role of state and federal funding along with increasing state and federal control is reviewed. The purposes of general and categorical aid are discussed along with a review of the various categorical aid programs available through the state and federal governments. Issues of equity, adequacy, and appropriateness in relation to the roles of local property taxes, federal and state funding are identified. The ability and willingness to pay is reviewed. Students are required to review local and state budget documents, understand and utilize spreadsheets, and formulate a school district budget as part of the course requirements. *3 semester hours*

EDL502 Educational Law and Governance

The law and governance course acquaints the student with the legal and legislative bases of public education in the state of Illinois. The Illinois school code, federal and state court decisions, and federal and state legislation are studied and analyzed in this course. Along with general education legislation issues, specific items such as substance abuse, special education rules, employee discipline and dismissal procedures, and faculty and student rights are addressed. Each student is to evaluate the policies and practices of a school district relative to student substance abuse, discipline, and suspension/expulsion. *3 semester hours*

EDL504 School-Community Relations

This course provides students with the knowledge and skills necessary for understanding the interaction between schools and their communities; for initiating and maintaining effective communications among school personnel, parents, students, and other interest groups; and for developing educational policies and programs that best reflect the community's needs and desires. The student should select a rural, suburban, or metropolitan school district and design a school-community relations program for it that revises or supplements any existing program. The elements of the new program should be presented in full, with rationales, operational guidelines, and evaluation designs outlined for each. Where items such as public opinion surveys, written newsletters, bulletins, memorandum, and evaluation instruments are suggested, examples should be presented as well. *3 semester hours*

EDL506 Collective Negotiations and Personnel Administration

This course provides the student with theoretical and practical knowledge concerning the employer/employee relationship and the personnel functions of school administrators. Particular emphasis is given to collective negotiations, contract analysis and administration, and grievance procedures. *3 semester hours*

EDL510 Administration and Organization Development of School

This course acquaints each student with theories and strategies of administration and organization development. School climate research and planning modes are analyzed with specific attention given to change theory, long-range planning, decision-making process, motivational and social systems theories. This course provides each student with a solid foundation in the research and practice of effective leadership in schooling. Each student is to design and develop a program to enhance the climate of a school and increase the open communication process of the staff. *3 semester hours*

EDL511 School Administration and Special Education/Legislation

The intent of the course is to aid future and current administrators in being aware of the existing legislation at the state and federal levels relative to Special Education. General discussion is focused on: Illinois School Code, Article 14; Education of the Handicapped, PL 94-142; and case law at the state and federal levels. *2 semester hours*

EDL512 Communication Skills for School Leaders

Communication skills play an essential role in shaping climate, achieving goals, motivating staff, and responding appropriately to situations in the process of schooling. Listening, diagnosing, analyzing, and responding skills are critical elements of quality leadership behavior. Specific communication strategies are suggested to enhance the effectiveness of the school leader at the organizational and individual levels. Each student is to assess,

- 120 analyze, and share results of the administrative leadership styles and effectiveness in a school department or specific work group. A training in-service plan incorporating the leadership and communication concepts shared in the course is to be developed and presented to the work group. *3 semester hours*

EDL545 Administration of Educational Policies

The second of the core course requirements in the Certificate of Advanced Study program. This course is designed to study implementation and administration of policies in order to maintain education programs at the building or district level. *2 semester hours*

EDL551 Staff Development

This course is to focus on the roles and responsibilities of the instructional leader as staff developer. The process of change is examined for individuals, institutions, and their practices. Program planning models are reviewed and evaluated. Strategies for promoting academic achievement are analyzed in light of the current research on instructional effectiveness and school improvement. Each student will apply skills in diagnosing school climate, conducting needs assessment, and developing planned change strategies for individuals and institutions. *3 semester hours*

EDL552 Administration of Curriculum

This course focuses on the roles and responsibilities of the administrative leader as a planner and manager of the curriculum. Existing models of curriculum planning are examined. Special emphasis is given to the complex relationships between and among issues such as: theories of cognitive development, social trends, resource allocation, and the decision-making process surrounding curriculum planning. Each student will apply administrative skills in the areas of curriculum planning, resource allocation, and collaborative goal setting. District and building level experience are required. *3 semester hours*

EDL553 Supervising Instruction

This course is designed to provide the administrators and supervisors with the knowledge base and management techniques to implement the clinical supervision model. Guidelines for administering and supervising instructional improvement are analyzed and evaluated. Each student will apply instructional supervisor skills through the clinical model in school settings. *3 semester hours*

EDL554 Staff Evaluation

Summarizing evaluation skills is critical to each administrative leader in order to improve the quality of teacher performance and informed decision making. The characteristics and dynamics of teacher supervision and evaluation are analyzed and operationalized in the course. *3 semester hours*

EDL555 Supervising Curriculum Evaluation and Accountability

The student is to analyze the roles various participants play in curriculum improvement and assess responsibilities of each component. Dimensions of curriculum evaluation are studied and applied to existing curricular areas. The purpose of this course is to develop skills related to supervising curriculum accountability and evaluation. *3 semester hours*

EDL581 Workshop/Educational Leadership/Leadership Strategies

1-4 semester hours

EDL582 Workshop/Educational Leadership/Supervision and Evaluation

1-4 semester hours

EDL587 Workshop/Educational Leadership/Policy Implementation

1-4 semester hours

EDL588 Workshop/Educational Leadership/Organizational Development

1-4 semester hours

EDL589 Workshop/Educational Leadership/Politics and Law

1-4 semester hours

EDL590 Clinical Internship/Educational Leadership

Practical administrative experience in cooperation with selected school administrators. Prerequisites: Acceptance in a degree program in Educational Administration or Curriculum/Supervision and consent of instructor. *2-5 semester hours*

EDL591 Field Study/Educational Leadership

1-4 semester hours

EDL593 Seminar in Educational Leadership

An advanced seminar dealing with current issues in administrating and supervising schools K-12. *2 semester hours*

EDL594 Independent Study/Educational Supervision

Exercise of initiative and independence in assuming responsibility and developing strategies for continued professional development. Three areas for professional development will be featured. They are: 1) sense of power, 2) perception of children, and 3) knowledge of subject matter. Offered in the Interdisciplinary Studies program only. *3 semester hours*

EDL594A Independent Study/Educational Leadership

1-3 semester hours

EDL601 School Financial Management

This course acquaints the student with the operational procedures and structures of public school finance in Illinois. It reviews the social, economic, and political consideration in financing education. The roles of federal, state, and local governmental financial support are also examined. *3 semester hours*

EDL602 Leadership and Management Strategies

This course is designed to assist leaders in the management of change and deals with the developing strategies of implementing change. The theories and strategies discussed center on the individual, group, and organization. Each student is made aware that successful organizational change depends on effective diagnosis of subsystems within the organization, the organization's culture, and environmental forces. Strategies for team building, improving decision making in the system, and changing the culture of the organization are examined as a result of the diagnosis. *3 semester hours*

EDL603 Educational Planning and Decision-Making

This course examines planning and decision making at both the policy and operational levels. It emphasizes individual, group, and organizational decision making. This course reviews decision-making theory, social, political and economic influences on planning and decision making, and the P.I.E. (planning, implementing, and evaluating) cycle of decision making. *3 semester hours*

EDL604 Administrative Issues for Pluralistic Schools

This course is designed to develop in students an awareness of the pluralistic society in which we live and the impact of pluralism on schools. Students are expected to analyze and/or develop district policies relative to cultural pluralism in the schools. A field experience requires the student to make administrative recommendations to a school district regarding appropriate policies and procedures in a pluralistic setting. *3 semester hours*

EDL690 Educational Leadership Internship

The Educational Leadership Specialist Internship is designed for selected individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative practice. Interns will be placed in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effective leadership in district level administrative positions. The intern will engage in administrative activities directly related to district level functions such as finance, operations, personnel, and curriculum and instruction. Each student in the Educational Leadership Specialist Program is required to register for a total of 8 semester hours. *1-4 semester hours, variable credit per quarter.*

EDL693 Educational Leadership Seminar

The intern seminar provides an opportunity for administrative interns to integrate practical experience with theoretical models addressed in the program course work. Students will meet with the seminar professor weekly to review the activities in which the interns are involved, share experiences, and products, discuss the degree of success achieved, analyze administrative styles of cooperating administrators, analyze interpersonal relationships and integrate these with the theoretical modes, processes and skills. *1-4 semester hours, variable credit per quarter.*

Elementary Education

ELE580 Elementary Education/Preclinical Experience

Directed observation and participation in K-9 classrooms. Required of students in Master of Arts in Teaching Program. Students must complete the required 100 hours of preclinical experience prior to enrolling in ELE590/Student Teaching. Arrangements for placements may be made through the Director of the M.A.T. Program or course instructor. This course should be taken early in the program and requires a minimum of 30 hours of work in classrooms as well as attendance at seminars. *2 semester hours*

ELE583 Workshop/Elementary Education/Contemporary Issues

1-4 semester hours

ELE585 Workshop/Elementary Education/Instructional Practices

ELE590 Student Teaching

Student teaching is the culminating experience involving full-day involvement in selected classrooms. Placement is made after consultation with an advisor to enhance the career goals of the student. Students must apply for student teaching by the designated deadlines and within published guidelines. Prerequisite: See M.A.T. program description. (A total of six semester hours is required for certification.) *3-6 semester hours*

ELE591 Field Study/Elementary Education

ELE594 Independent Study/Elementary Education

Educational Psychology, Doctorate

EPD650 Advanced Child Development

A thorough study of selected current topics in child development in the areas of physical, emotional, social, and cognitive growth. Emphasis will be placed on reviewing the latest research information in these respective areas and the implications for practice in the fields of education and psychology. Prerequisites: EPS500, EPS508 or their equivalents. *2 semester hours*

122 EPD651 Applied Clinical Neuropsychology

Designed to review neuropsychological theory and function with particular emphasis on higher cortical processes. Attention will be given to a wide range of formal and informal nondiscriminatory assessment tools and their relationship to school-related problems. The neuropsychology of reading, language, and learning disabilities will also be discussed. Prerequisite: EPS503 or consent of instructor. *2 semester hours*

EPD652 Advanced Clinical Neuropsychology

Designed to review neuropsychological theory and function as it relates to Luria's model. Emphasis will be placed on the administration, scoring, and interpretation and clinical utility of the Luria Neuropsychological Battery and its screener. Issues of bias assessment will be addressed. Prerequisites: EPS503, EPS651. *2 semester hours*

EPD653 Personality Assessment II

Designed to develop skills in administration, scoring, and interpretation of additional personality assessment instruments. Emphasis is on the Rorschach Test. Issues of bias in the use and interpretation of personality tests is discussed. Report writing and integrating Rorschach data with other tests are included. Prerequisites: EPS519, EPS530, EPS531 or consent of instructor. *2 semester hours*

EPD654 Personality Assessment III

This course is designed to give consolidation and refinement to students' skills in the nondiscriminatory use of projective tests for personality assessment. Emphasis will be on varying types of psychopathology. Students will learn to use projective assessments in conjunction with consultation and counseling models. Prerequisite: EPD653 or consent of instructor. *2 semester hours*

EPD655 Child and Adolescent Psychopathology

This course covers moderate to severe types of psychopathology in children and adolescents. It includes characteristics, theories of causation, and methods of intervention. Suicide, depression, anxiety, autism, psychosis, psychophysiological and other conditions are included. Prerequisite: EPS507 or its equivalent. *2 semester hours*

EPD656 Introduction to Neurolinguistic Programming

This course is an introduction to Neurolinguistic Programming. Neurolinguistic Programming is based on principles derived from neuropsychology, psycholinguistics, communication theory, and computer theory. It elicits strategies of information processing and facilitates rapport, information gathering, and learning more effective communications skills and change techniques. Prerequisite: Consent of instructor. *2 semester hours*

EPD657 Psychopharmacology for School Personnel

Designed to review the most current models of the biochemical,

pharmacological, and medical insights relevant to usage of the most widely used prescription drugs that school personnel encounter and should understand. This course will place emphasis on the critical review of literature, related use of drugs as well as their side effects, and alternative natural forms of therapy. It is not intended to be a medical course; ethical issues relevant to school personnel will be emphasized. Prerequisites: EPS503, EPD651, EPD652 or consent of instructor. *2 semester hours*

EPD690A Internship in Educational Psychology

1-6 semester hours

EPD691 Field Study/Educational Psychology

1-4 semester hours

EPD692A Practicum: Theories and Practices in Behavioral Consultation

This course provides an introduction to Behavioral Consultation theories and practice. The emphasis is on understanding the theory of Behavioral Consultation, demonstrating the skills necessary to enact the role of Behavioral Consultant, and determining when and how to enact this role. A thorough review of research in this area is likewise emphasized. Prerequisites: EPS539 and/or equivalent and consent of instructor. *2-3 semester hours*

EPD692B Practicum: Theories and Practices in Mental Health Consultation

This course provides an introduction to Mental Health Consultation theories and practice. This is a second course in a theories and practice sequence focusing on consultation. The emphasis is on understanding the theory of Mental Health Consultation, demonstrating the skills necessary to enact the role of Mental Health Consultant, and determining when and how to enact this role. A thorough review of research in this area is likewise stressed. Prerequisites: EPS520, EPS592D and EPS692A or equivalents and consent of instructor. *2-3 semester hours*

EPD692C Practicum: Theories and Practices in Organization Development Consultation

This course provides an introduction to Organization Development Consultation theories and practice. This is the third course in a theories and practice sequence focusing on consultation. The emphasis is on understanding the theory of Organization Development Consultation, demonstrating the skills necessary to enact the role of Organization Development Consultant, and determining when and how to enact this role. A thorough review of research in this area will be emphasized. Prerequisites: EPD692A, EPD692B or equivalents and consent of instructor. *2-3 semester hours*

EPD693 Seminar: Issues and Research in Educational Psychology

An integrating seminar in the Educational Psychology Doctoral

Program. Students read and discuss current research in the field. Topics may include individual differences in learning, linking research and practice in educational and school psychology, assessment paradigms in education, and gender, class and race issues in educational psychology. Students take this course during their last year of course work. Prerequisite: Consent of instructor. *3 semester hours*

EPD694 Independent Study in Educational Psychology

1-3 semester hours

EPD695 Selected Topics in Educational Psychology

1-3 semester hours

Educational Psychology

EPS500 Contemporary Survey of Child Development
Explores current research and major theoretical positions in child development. Course content includes the study of children's cognitive, social, emotional, physical, language, moral, and perceptual development with special emphasis placed on understanding the integration of these developmental processes in normal child development. A case study perspective on the emotional, cognitive, intellectual, and social growth of the child is included as part of this experience. *2-3 semester hours* (Students in Early Childhood degree programs must enroll in the 3 semester hour course.)

The following variation is for students in the Early Childhood Leadership and Advocacy program only

Explores current research and major theoretical positions in child development. Course content includes the study of children's cognitive, social, emotional, physical, language, moral, and perceptual development with special emphasis placed on understanding the integration of these developmental processes in normal child development. Includes field observations. Students learn to critique child development research and use the resources of the library and different computerized data bases to write a review of the literature on a selected topic.

EPS501 Psychology of Early Childhood

Presents theories of psychological development of children from birth through age six. Special consideration is given to the established norms of development, as well as the variants that may be expected in accordance with the child's physical development and social-environmental and experiential opportunities. *2-3 semester hours*

EPS503 Neuropsychology of Behavior and Learning
Develops an understanding of the basic structures, functions, and physiology of the central nervous system. The course will focus on providing an understanding of those brain functional

systems thought to be underlying learning and behavior. The overall goal is to help students gain a better understanding of the brain mechanism's mediating developmental, adaptive, and dysfunctional behavior in school-age children. *2 semester hours*

EPS507 Abnormal Psychology

An in-depth study of the psychopathology of human behavior from childhood through adulthood. Students will become familiar with the D.S.M. III (Revised) and the proposed D.S.M. IV classification system for psychiatric disorders. An integrated perspective on the cultural, genetic, neurophysiological, psychological, and social factors influencing the emergence of abnormal behavior will be presented. Cultural and ethnic variables influencing the development of abnormal behavior will also be discussed. Special consideration will be given to the development of emotional disorders most prevalent in childhood, adolescence, and adulthood. *2 semester hours*

EPS508 Psychology of Adolescence

Study of the psychological and physiological processes that influence the emotional, physical, social, and intellectual development of adolescents in contemporary society. Developmental challenges to youth at middle school and secondary school levels such as establishing an integrated identity, sex-role identification, peer group involvement, family relationships, values orientation, achievement motivation, and career-vocational planning will serve as topics for lectures, projects, and discussions. A discussion of the exceptional adolescent will be included along with presentations on how different minority groups in the United States make the transition from adolescence to adulthood. Prerequisite: EPS500. *2 semester hours*

EPS510 Theories of Teaching and Learning

Critical assessment of foundations, historical perspectives, and contemporary developments of psychological theories of learning and teaching. Emphasis will be placed on motivational determinants of learning and teaching as well as cognitive information processing. *2 semester hours*

EPS511 Mental Health

Exploration of basic concepts for understanding mental health and psychopathology. Personal application of the fundamentals of mental health, the role of the teacher in prevention and treatment of maladjustment, and specific theory and techniques for dealing with child problems included. *2 semester hours*

EPS516 Social Psychology

Course focuses on individuals as members of social systems and considers the social influences on psychological problems and psychological change. Special topics will include interpersonal attraction and friendship formation, social roles, group dynamics, and social change. Students will have an opportunity to pursue particular topics of interest to them. *2 semester hours*

EPS519 Theories of Personality

The principal theories of personality are examined in depth. Historical and theoretical foundations and rationale for each theory's personality assessment methods will be discussed. *2 semester hours*

EPS520 Theories and Practices of Guidance and Counseling

Course provides graduate students with an understanding of the role of guidance and counseling in a variety of public and private settings. An in-depth presentation of different therapeutic strategies will be explored in order to provide the student with an opportunity to understand which treatment approaches are most appropriate given the individual and family problems that are frequently presented in counseling and/or therapeutic relationships. Issues related to treating exceptional children and minority population will also be offered. *2 semester hours*

EPS521 Study and Practice of Group Dynamics I

Explores ways of working effectively in groups as leaders and members. Aims to improve understanding of the principles of group dynamics with children and adults through experience and discussion. A variety of treatment paradigms is offered to demonstrate how educational and therapeutic groups can be organized to meet specific role and task functions. Prerequisite: EPS500, EPS507, or consent of instructor. *2 semester hours*

EPS522 Study and Practice of Group Dynamics II

Understanding the role and function of the individual in leadership roles in group settings. Aims to deepen students' self-awareness and understanding of how the group leader affects and is affected by others in group situations, and how the group leader role varies in temporal and spatial proximities. Prerequisite: EPS521 or consent of the instructor. *2 semester hours*

EPS523 Short Term Strategic Family Intervention

Course provides graduate students with an understanding of general systems theory as applied to family intervention. Short term models of therapeutic intervention which are particularly useful in public school settings will be presented. Prerequisite: EPS520. *2 semester hours*

EPS524 Guidance Skills for the Middle School Teacher

Helps teachers develop practical, basic counseling skills that can be used within their own classrooms. Basic contents include: decision-making strategies, group dynamics and leadership theories, specific guidance techniques, review of advisory concept and related literature, values clarification procedures, program design, diagnosis of individual needs, problem-solving techniques, self and peer evaluation, classroom climate development, guidance principles, and review of literature related to middle school students. Teachers in this course are

asked to implement the skills in their classrooms and analyze the results. *2 semester hours*

EPS525 Group Dynamics and Leadership Applications

An analysis of social interaction in groups. Using Systems Theory as an integrating paradigm, this course is designed to deepen the student's awareness of how one affects and is affected by others in different group situations. Personal assessment is continuous throughout the course as students examine different ways of working effectively in groups as both leader and group member. Includes an analysis of leadership style and principles of organizational climate as they relate to the organizational context of early childhood education at the primary and preprimary levels. (Offered in the Early Childhood Leadership and Advocacy program only.) *3 semester hours*

EPS527 Group Theory and Classroom Applications

Ways of working effectively in groups as leader and members. Principles of group dynamics with children and adults. Role and function of the individual as member and leader in group settings. Purpose is to deepen students' self-awareness, how they affect and are affected by others in group situations, how member and leader roles interconnect. Extends students' capabilities to perceive, analyze, and communicate the dynamics that exist in a given setting leading to increased insight about individual and group functioning. (Offered in the Interdisciplinary Studies program only.) *3 semester hours*

EPS528 Human Development and Learning I: Theory and Applications

Examining major theories of human development and learning. Students investigate the appropriateness of these theories through field experiments and classroom applications. Offered in the Interdisciplinary Studies program only. *3 semester hours*

EPS529 Human Development and Learning II: Contemporary Issues

An analysis of contemporary issues and concepts in human development and learning. Students will conduct a project that investigates the impact of these issues and concepts on classrooms, schools, and community. (Offered in the Interdisciplinary Studies program only.) *3 semester hours*

EPS530 Diagnostic Testing/Individual Educational Assessment

Covers theories of psychological and educational measurement. Examine psychometric properties of various assessment procedures. Students read and discuss articles on issues of bias in assessment and ways of evaluating the reliability and validity of assessment tools. Students explore educational and psychological instruments and discuss the appropriate use of these instruments for developing educational programs. Prerequisite: ESR502. *2 semester hours*

EPS531 Personality Assessment I

Designed to explore the assessment of personality. Emphasis is placed upon developing skills in the administration and scoring of tests and on test interpretation. Integration of other test data and report writing is addressed. The issues of bias in the use and interpretation of personality assessment tests are discussed. Prerequisite: EPS519, EPS530, or consent of instructor. *2 semester hours*

EPS532 Measurement of Intelligence/Theory and Administration I

Designed to explore theories of intelligence and, in particular, the underlying theory of the Wechsler Scales. Practice and development of skill in the administration and scoring of the Wechsler Scales will be provided. Interpretation and report writing will be stressed. Issues of bias in the use and interpretation of the wechsler are addressed. Degree status in school psychology or consent of instructor. *2 semester hours*

EPS534 Measurement of Intelligence/Theory and Administration II

Designed to explore additional intelligence scales, such as the Stanford Binet and the Kaufman (KABC). Emphasis is placed on developing skills in the administration and scoring of these tests and understanding the underlying theories. Test interpretation and report writing are addressed. Issues of bias in the use and interpretation of these tests are considered. Prerequisites: EPS532, degree status in School Psychology, or consent of instructor. *2 semester hours*

EPS535 Diagnostic Evaluation of the Infant and the Preschool Child/School Psychology

Offers an intensive study of developmental and psychoeducational assessment procedures for infants and preschool children. The course prepares school psychologists to conduct developmental assessments, administer cognitive ability measures, and write integrative reports that contribute to appropriate educational and intervention programs for young children. Issues of bias in the use of various tools and procedures with diverse students are stressed. Prerequisite: EPS530, EPS532, EPS534, or consent of instructor. *2 semester hours*

EPS536 Diagnostic Evaluation of the Preschool Child/Early Childhood Education

The purpose of this course is to provide deeper insight into the growth patterns of the preschool child and the types of diagnostic tests that will enable the student to determine a child's maturity level, stage of development, and possible impairment. Contemporary methods of child study that focus on all aspects of the developing child will be discussed. Nondiscriminatory use of standardized tests, rating scales, screening batteries, and diagnostic play techniques will be reviewed. Prerequisite: EPS500. *2 semester hours*

EPS539 Psychology Applied to Motivation and Discipline

Course will focus on integrating several contemporary theories using a holistic approach that can be applied to various motivational and discipline problems. Emphasis will be placed on the development of effective behavioral-cognitive strategies as they apply to the prevention, diagnosis, and treatment of school-related problems. Attention will be given to theoretical as well as clinical intervention. Prerequisite: EPS510. *2 semester hours*

EPS540 Seminar in School Psychology

The seminar involves students in the examination of the field of School Psychology from historical, cultural, and contextual perspectives. The emergence of School Psychology from within the broader contexts of professional psychology will be examined. Multicultural issues in the practice of School Psychology will be examined from both historical and contemporary perspectives. Ethical and professional issues in assessment, research, and practice also will be closely examined. Prerequisite: Admission to the School Psychology program. *3 semester hours*

EPS560 Practicum in Individual Counseling

The Practicum in Individual Counseling provides advanced level graduate students in school psychology with direct experience in working with children and adolescents having behavioral and/or emotional problems. A variety of clinical intervention techniques are utilized as the student becomes familiar with the parameters of short-term, individual counseling. Prerequisite: EPS520 or consent of instructor. *2-3 semester hours*

EPS561 Practicum in School Consultation

This practicum is designed to provide students with an introduction to school consultation and an experience in a school consultant role with classroom teachers. Students are exposed to various consultation models and practice collaborative procedures to facilitate change. Prerequisite: Degree status in School Psychology or consent of instructor. *2-3 semester hours*

EPS562A Practicum in School Psychology I: Assessment for Instruction

This is the first in a two-course practica sequence designed to be a culminating experience for students seeking certification in school psychology. This initial course focuses upon the link between theory and practice regarding academic assessments and interventions. Issues of bias in assessment practices are particularly emphasized. Prerequisites: EPS520, EPS560, EPS530, EPS531, EPS532, EPS534, EPS535 or consent of instructor. *2-3 semester hours*

EPS562B Practicum in School Psychology II: Integrating Clinical Services

This is the second in a two-course practica sequence designed to

- 126 be a culminating experience for students seeking certification in school psychology. The focus of this second course is on further refinement of basic assessment and intervention skills begun in course one of this practica sequence. The focus also broadens to include an exploration and integration of additional clinical skills and roles pertinent to current practice in school psychology. Prerequisites: EPS520, EPS560, EPS530; EPS531, EPS532, EPS534, EPS535, EPS562A, or consent of instructor. *2-3 semester hours*

EPS581 Workshop/Educational Psychology/Humanistic Education
1-4 semester hours

EPS582 Workshop/Educational Psychology/Human Development
1-4 semester hours

EPS586 Workshop/Educational Psychology/Assessment
1-4 semester hours

EPS587 Workshop/Educational Psychology/Behavior Management
1-4 semester hours

EPS588 Workshop/Educational Psychology/Therapy with Children
1-4 semester hours

EPS590 Internship in School Psychology
1-6 semester hours

EPS591 Field Study/Educational Psychology
1-4 semester hours

EPS593 Legal and Professional Issues in School Psychology

This course examines issues related to the roles and functions of School Psychologists in educational settings. Professional practices and ethical issues related to standard and alternative diagnostic practices, consultation and direct and indirect interventions in multi-cultural environments are discussed. Legal, ethical and professional issues governing school psychology practices in regular and special education settings are examined. *2 semester hours*

EPS594 Independent Study in Educational Psychology
1-3 semester hours

EPS595 Selected Topics in Educational Psychology
1-3 semester hours

EPS599 Thesis in Educational Psychology
4 semester hours

Educational Research

ESR500 Introduction to Graduate Research

This course provides an overview of the structure of educational research, construction of problem statements and hypotheses, use of library resources, and methodology of educational research. Students also write a literature review and analyze several examples of educational research. It is strongly recommended that this course be taken among the first five courses. Required for all master's degree students, this course should be among the first five courses taken in a master's degree program. *2 semester hours*

ESR501 Research for Teachers

Students extend their ability to analyze and critically evaluate educational research studies, using quantitative measures. Topics covered in the course include hypothesis testing, sampling, measures of central tendency and variability, correlation and t-test, test score interpretation, reliability, and validity. Required of all M.A.T. and M.Ed. students. Prerequisite: ESR500. *2 semester hours*

ESR502 Statistical Methods in Education

This course focuses on methods of analyzing quantitative data resulting from descriptive and experimental investigations. Topics include sampling, measures of central tendency and variability, correlation, t-test, and chi-square test. *2 semester hours*

ESR503 Research Design Analysis

Brings together principles of research design and statistical procedures for the interpretation of education data and planning of educational studies. The course has two major objectives: learning intermediate level statistics, and writing the first draft of the thesis proposal. Students are encouraged to discuss with their advisor a possible topic for their thesis before taking the course. This course should be taken as soon as possible after ESR502. *2 semester hours*

ESR504 Tests and Measurements for Teachers

Students learn how to construct appropriate classroom tests, which are related to their instructional objectives, and how to interpret and use the results of these tests. Students become familiar with published standardized tests and learn how to use test results to improve instruction and for grading and reporting. Prerequisite: ESR501 or ESR502. *1 semester hour*

ESR510 Educational Research I: Conceptions

Approaches to research that emphasize the naturalistic setting of the classroom as the source for inquiry. This generates interests, insights, and questions, which then become the focus for the research project. Introduces naturalistic research

methods for observing, recording, interpreting, and describing a variety of learning contexts. (Offered in Interdisciplinary Studies only.) *3 semester hours*

ESR511 Educational Research II: Response to the Literature

Identifying and critiquing relevant literature. Students respond to influences of literature on attitudes and practices. Encourages recognition of the cyclical nature of links between research, theory, and practice. Conceptualizes the literature review as a transactional process between student and written text. (Offered in Interdisciplinary Studies only.) *3 semester hours*

ESR512 Educational Research I: Design

This course provides an overview of the structure of educational research, construction of problem statements and hypotheses, utilizing resources, research design, and methodology. Students develop a research proposal related to their own classroom or professional work environment and begin collecting data. They are guided in the use of library resources and various bibliographic tools to aid them in their research project. (Offered in the Early Childhood Leadership & Advocacy Program only.) *3 semester hours*

ESR513 Educational Research II: Application

Culmination of the research project. This course provides the student with the research tools needed to organize, analyze, and present qualitative and quantitative data, including descriptive and inferential statistics. Implications of education research for professional practice in different educational settings is an integral focus of this course. (Offered in the Early Childhood Leadership & Advocacy Program only.) *2 semester hours*

ESR591 Field Study/Research Applications

This research field project study involves the implementation of classroom-based research. The research process is conceptualized as dynamically evolving within the context of the classroom as the teacher/researcher continually plans, carries out, observes, reflects, records, and describes in cycles of progress. (Offered in Interdisciplinary Studies only.) *2 semester hours*

ESR594 Independent Study/Educational Testing, Evaluation and Measurement

1-3 semester hours

ESR600 Qualitative Research Methods

The course provides an introductory overview of the nature and variation within the interpretive tradition in educational research. It focuses on the philosophy, concepts, and processes of doing qualitative research. Students do field observations and interviews and are introduced to methods of collecting, analyzing, and interpreting data. Interpretive case and ethnographic studies form a foundation of reading for the course. Prerequisite: ESR500. *3 semester hours*

ESR601 Advanced Qualitative Research and Evaluation

The course examines the empirical base that qualitative research and evaluation provide for a holistic understanding of educational settings and processes. Students critically analyze and apply concepts from qualitative studies, including ethnographs of schools and multi-method evaluations of education programs. Uses of computer technology for qualitative data collection and analysis are explored. Prerequisite: ESR600. *3 semester hours*

ESR602 Doctoral Research Design and Analysis

This course examines intermediate level design and quantitative analysis issues in educational research. Principles underlying the formulation of testable hypotheses, application of research techniques, causal inference, validity, and reliability are presented. In addition, statistical techniques of analysis of variance and regression analysis are studied. Students are required to conduct a small-scale research project. Prerequisites: ESR500, ESR502. *3 semester hours*

ESR603 Advanced Statistics and Design

The course includes multivariate data analysis methods, such as multivariate ANOVA, factor analysis, multiple regression, discriminant analysis, and canonical correlation. Students learn how to analyze multivariate data using the computer and are required to design and carry out a study that involves the use of multivariate data analysis. Prerequisite: ESR602. *3 semester hours*

ESR604 Dissertation Proposal Seminar

The primary goal of this course is for students to develop the proposal for their doctoral dissertations or equivalents. This will involve definition of a research problem, review of the related literature, and design of appropriate procedures and instruments for pursuing the problem. As a part of the class activities, students are also exposed to the research problems, related literature reviews, and methodologies developed by students from each of the other doctoral programs. Prerequisites: ESR600, ESR602 and ESR601 or ESR603. The completion of comprehensive examinations is also recommended. *2 semester hours*

Foundations

FND503 Historical and Philosophical Foundations of Early Childhood Education

This course explores the historical antecedents and underlying philosophical and social forces which influenced the development of infant-toddler, preprimary, kindergarten, primary, family service, and intervention programs. Relationships between private, parochial, community-based and public programs are delineated. The course provides an overview and theoretical rationale of different program models and examines the role and professional status of the early

- 128 childhood educator. (A special section is offered for the Early Childhood Leadership and Advocacy M.Ed Program: FND503)
3 semester hours

FND504 History and Philosophy of Education

The course examines key turning points in American educational history. It locates educational transformation within social, political, and economic developments, and emphasizes the complex relationship between leading educators' ideas and educational change. Required for all master's degree students.
2 semester hours

FND505 Perspectives on Contemporary Issues in Education

This course introduces students to major debates about contemporary education policy in the United States. It draws on the social sciences, humanities and comparative studies to illuminate essential issues. *2 semester hours*

FND509 Educational Foundations

Draws upon the areas of history, philosophy, and sociology of education. These areas are analyzed for the multiple perspectives they provide on current educational theories and practices. Conceptions from the foundation areas are linked and related to teaching and learning. (Offered in Interdisciplinary Studies only.) *3 semester hours*

FND545 Perspectives on Educational Policies and Practices

Designed to help the student gain a professional perspective on policies and practices influencing current educational programs. The focus will be on the governing principles, plans, and courses of action undergirding key viewpoints and educational programs. Prerequisite: A master's degree from an accredited graduate program or degree status in Educational Administration. *2 semester hours*

FND591 Field Study/Educational Foundations

2 semester hours

FND594 Independent Study/Social Foundations of Education

Students have the opportunity to pursue an area of interest under the guidance of a faculty member in Foundations.
1-4 semester hours

Instructional Leadership

ILD600 Instructional Applications of Life Span Development

The purpose of this course is to make doctoral students aware of the developmental stages of children and adults and the application of theoretical research in instruction to these populations. Students analyze the physical, cognitive, and socio-emotional development of infants through adults. The field application component of the course emphasizes the application of theoretical perspectives to the child and adult learner.
3 semester hours

ILD601 Culture of the School and Classroom

The course examines the school as a complex sociocultural environment. Students analyze the culture of the school and classroom and the possibilities for instructional change shown in theory and research. Students are expected to conduct field applications based on the principles of the course. *3 semester hours*

ILD602 School Policy and Politics

This course focuses on understanding political dimensions involved in building local, state, and national support for education. Policy, process, and political actions at the district level are to be analyzed and assessed. A field application analyzing policy and political systems at the school level is required in the course. *3 semester hours*

ILD603 Effective Instruction in Content Fields

This course examines instruction in different content fields in light of curriculum goals, research on content learning, and research on instructional strategies in these fields. On the basis of existing knowledge, the course examines the implications for a) sequencing of instruction, b) instructional approach, c) time allocation, 4) student achievement, 5) program evaluation.
3 semester hours

ILD604 Curriculum Evaluation

The course examines the various models for evaluating educational programs, curricula, and instruction. It addresses the issues of goal clarification, extent of implementation, causal linkages, process/product foci, and measurement. Students are expected to conduct field applications based on the principles of the course. *3 semester hours*

ILD605 Instructional Implications of Staff Development

This course focuses on the complex nature of staff development. Students examine the process of change for individuals and institutions and the programs intended to bring about changes in instructional practice. Students investigate the design elements of staff development including: needs assessment, program analysis, implementation, and evaluation. Field application involves students in analyzing and evaluating existing staff development programs. *3 semester hours*

ILD690 Instructional Leadership Internship/Field Study

This field-based experience provides a means for students to apply their knowledge and leadership skills in a job-related setting. Students are expected to develop a project that exhibits expertise in one or more of the following areas: teaching and learning, program development and/or evaluation, staff development, leadership skills, organization, development and/or evaluation. *2 semester hours*

ILD693 Instructional Leadership Doctoral Seminar

This seminar provides a culminating and integrating experience for students studying in the Instructional Leadership Doctoral Program. The purpose of the course is to help the students synthesize the course work in the Instructional Leadership Doctoral Program prior to comprehensive exams. A further purpose of this seminar is to allow each student to practice the oral presentation skills necessary for instructional leadership.
2 semester hours

Mathematics Education

MHE450 Mathematics for Elementary School Teachers

This is a basic mathematics content course for prospective and in-service elementary school teachers. It examines fundamental concepts and procedures underlying the major areas in a comprehensive elementary mathematics curriculum. Students "learn by doing," using the type of activity approach they should practice in their own classrooms. *3 semester hours*

MHE480B Methods for Teaching Elementary School Mathematics

This course, intended for students preparing to become certificated teachers, addresses methods, materials, and instructional issues in teaching mathematics in elementary school. It is designed to help future teachers develop knowledge, skills, and beliefs that enhance their ability to teach mathematics to children. Prerequisites: EPS500 and EPS510 or course equivalents; admission to M.A.T. program or consent of M.A.T. program director.

MHE482 Methods for Teaching Primary Grade Mathematics and Science

This course, intended for students preparing to become certificated teachers, addresses methods, materials, and instructional issues involved in teaching mathematics and science in the primary grades. It is designed to help future teachers develop knowledge, skills, and beliefs that enhance their ability to teach mathematics and science to children.
2 semester hours

MHE485 Advanced Methods for Teaching Middle School Mathematics

This course builds upon the methods of teaching general elementary school mathematics through an in-depth focus on the curriculum, methods, materials, and issues involved in teaching mathematics in the middle grades (grades 6-8). This fulfills the methods course requirement for the state endorsement in middle school mathematics on the type 03 (K-9) certificate. Prerequisite: MHE 480 or course equivalent.

MHE501 Teaching Number Concepts, Operations and Computation/Middle School

Content and effective teaching approaches for whole numbers, fractions, decimals, percent, ratio, and proportion will be studied. The course focuses on recent research on teaching and learning, students' learning problems, mathematical and curriculum considerations, development of students' thinking and problem solving. *3 semester hours*

MHE502 Topics and Methods in Algebra for Middle School Teachers

This course is designed to strengthen middle school teachers' mathematical background in pre-algebra and algebra while simultaneously addressing strategies for teaching these topics. The emphasis throughout is on developing conceptual understanding of important underlying ideas in algebra.
3 semester hours

MHE503 Issues and Direction in Mathematics Curriculum, Learning and Instruction

Recent trends in mathematics education and their implications for school programs are examined. The course includes study of recommendations for curriculum change, implications of research on learning and instruction, components of effective instruction, ways of assessing learning, and other issues related to school mathematics. Prerequisite: MHE501 and MHE502 or consent of program advisor. *3 semester hours*

MHE510 Topics in Mathematics for Middle School Teachers: Geometry

This investigative study of geometry involves an active examination of various topics including congruence, similarity, parallelism, and measurement in their applications to tessellations, transformations, constructions, space figures, and plane geometry. A problem-solving approach helps students develop both inductive and deductive reasoning patterns as they explore, make conjectures, test their ideas, and finally formalize their conclusions deductively. *3 semester hours*

MHE511 Topics in Mathematics for Middle School Teachers: Number Theory

This course focuses on content which is relevant to the middle school mathematics curriculum. Number theory is taught via a problem solving approach. Explorations with and conjecturing about number patterns provide experiences from which students

- 130 study various topics including: factors, primes and prime factorization; greatest common factor (GCF) and least common multiple (LCM); divisibility; number patterns (e.g., Pascal's triangle, polygonal numbers, Pythagorean triples, Fibonacci numbers); Diophantine equations; remainder classes and modular arithmetic; and mathematical induction. Prerequisites: MHE450 or equivalent; or consent of department/program chair. *3 semester hours*

MHE512 Topics in Mathematics for Middle School Teachers: Statistics and Probability

Quantitative literacy is developed through an investigative approach using real world problems and experiments. Elementary statistics and probability ideas include such topics as gathering, organizing, representing, and analyzing data; using surveys to examine sampling, randomness and normal distribution; exploring experimental probability, theoretical probability and counting principles; and modeling probability and statistics situations. *3 semester hours*

MHE520 Methods for Teaching Elementary School Topics: Number and Operation Concepts and Computation

A broad perspective of number concepts and procedures is addressed using problem solving, reasoning, and communication as a basis for instruction. Methods for developing and assessing specific content, sequencing instruction, using a variety of materials and tools, and providing for a diversity of K-4 students are presented. *2 semester hours*

MHE521 Methods for Teaching Elementary School Topics: Geometry, Measurement, Probability and Statistics

The learning of geometry, measurement, and the use and interpretation of data in the K-4 mathematics curriculum is examined. The development of spatial sense and the use of quantitative information in decision making is investigated using mathematical problem solving, reasoning, and communication. Methods for developing and assessing specific content, using a variety of materials and tools, and providing for diversity of students are presented. *2 semester hours*

MHE522 Advanced Methods and Materials in Teaching Mathematics

A survey of current curriculum, instructional strategies, and materials in mathematics is provided for the practicing elementary school teacher. For certified teachers only. Prerequisite: MHE480B or course equivalent. *2 semester hours*

MHE530 Diagnosis and Remediation in Mathematics

This course examines methods of providing instruction for low achievers and students with learning difficulties. Procedures for diagnosing learning difficulties and effective ways of helping students master essential content are presented. *2 semester hours*

MHE582 Workshop/Math Education/Topic
1-4 semester hours

MHE584 Workshop/Math Education/Curriculum Materials
1-4 semester hours

MHE585 Workshop/Math Education/Instructional Practices
1-4 semester hours

MHE586 Workshop/Math Education/Students with Special Needs
1-4 semester hours

MHE591 Field Study/Math Education
1-4 semester hours

MHE593 Seminar in Mathematics Education

This course provides a culminating, integrating experience. It includes an investigation of selected topics, issues in curriculum, learning, and instruction. Prerequisites: MHE501, MHE502, MHE503. *3 semester hours*

MHE594 Independent Study/Mathematics Education
1-3 semester hours

MHE599 Thesis in Mathematics Education
4 semester hours

SPE485 Diagnosis and Remediation of Math Disabilities/Special Education

An examination of diagnosing and teaching specific mathematical topics to students with special needs. Knowledge about how students learn mathematics is presented and adapted to the needs of special education teachers. Prerequisites: SPE500 and MHE480B or course equivalents. *2 semester hours*

Reading and Language Doctorate

RLD600 Language, Linguistics, and Literacy

An advanced course in reading that reflects current research and theory of language acquisition and development as they relate to reading. Topics include phonology, syntax, semantics, text analysis, and sociolinguistics. Prerequisite: Advanced standing and a course in language development or consent of instructor. *3 semester hours*

RLD601 Orthography and Word Recognition

An advanced seminar in reading, which examines research and theory on the psychological processes involved in word recognition and the acquisition of orthographic knowledge. It also explores the influence of instruction on the development of orthographic knowledge and word recognition. Prerequisite: Advanced standing and RLR501 or consent of instructor. *3 semester hours*

RLD602 Reading Comprehension: Research and Application

This course examines issues in reading comprehension research and instruction. By reading research and theoretical position papers of historical and contemporary significance, participants identify seminal strands of work, critique and evaluate them, and draw instructional implications. Prerequisite: Advanced standing and RLR502 or consent of instructor. *3 semester hours*

RLD603 Historical Issues in Reading Research

An advanced seminar in reading, which attempts to acquaint the student with historical trends in reading research as well as highlighting issues of major significance. It provides the students with opportunity to read and discuss some of the seminal work in reading that forms the basis for contemporary concerns. Prerequisite: Advanced standing. *2 semester hours*

RLD604 Current Issues in Reading Research

This topical seminar is designed to provide students with some in-depth reflections on key issues of contemporary research in reading. Awareness of issues and arguments is developed as well as familiarity with seminal studies and their critical evaluation. Prerequisite: Advanced standing. *2 semester hours*

RLD605 Replication of a Reading Study

This seminar involves the participants in a replication of a significant research study in reading. It involves following the researcher through the steps involved in surveying the literature, outlining the research hypothesis, and designing the study. Participants then become involved in replicating the study and interpreting results as well as comparing them with the outcome of the original study and synthesizing the products. Prerequisite: Advanced standing. *2 semester hours*

RLD606 Instruction and Staff Development in Reading and Language

This seminar is designed to involve students in developing frameworks for school reading and language programs, understanding school instructional programs and the process of change through staff development. *3 semester hours*

RLD651 Research in Emergent Reading and Writing in Young Children

This course surveys current research in the reading and writing development of young children from infancy until they begin to read and write conventionally. Research techniques will be demonstrated, discussed, and applied by class participants under supervision. The course content includes theoretical underpinning for research in emergent reading and writing, key research projects and their findings, and issues for future research. Prerequisite: Doctoral status or department permission. *1 semester hour*

RLD690 Advanced Internship in Reading

This field-based experience involves the participant in an

applied problem-solving project. Possible settings include classrooms, schools, the university, clinic or private sector where the involvement may be in diagnostic/clinical processes, teaching, staff development research. Participants take responsibility for defining a problem, planning and executing an approach, and evaluating and summarizing outcomes. Prerequisite: Advanced standing. *1-4 semester hours*

RLD694 Independent Study/Reading and Language
1-3 semester hours

Language and Literacy

RLL480B Methods for Teaching Language Arts

Survey of recent developments in theory and practice of language arts instruction in the elementary school. Special attention to contributions of psycholinguistics and the use of library resources as well as to the integration of the language arts in the curriculum. Prerequisite: Admission to the M.A.T. program or consent of M.A.T. program director; EPS500, EPS510. *2 semester hours*

RLL520 Survey of Literature for Children and Adolescents

This introductory course is designed to provide an overview of trade books written for children from preschool through adolescence. Emphasis is on selecting genres appropriate to the developmental stage of each age group. Activities that enhance children's knowledge and appreciation of literature are presented and modeled. Attention is given to literature appropriate in our multicultural society. *2 semester hours*

RLL521 Children's Literature

This course is designed to provide an in-depth study of trade books appropriate for children from preschool through age 11. An emphasis is placed on the development of criteria for selecting literature that can be used to stimulate critical reading and thinking. Literature will also be considered as a reflection of values in this and other societies. *2 semester hours*

RLL522 Adolescent Literature

This course is designed to provide an overview of young adult literature (for ages 12-18). Reading interests are analyzed from the perspective of readers' development and interests. Guidelines are provided for selection, evaluation, and uses of young adult literature in the classroom. *2 semester hours*

RLL523 Storytelling

Using the art of storytelling to develop children's interest in literature. Story sources and program planning. Storytelling practice: use of puppets, music and other aids. Special programs for children with learning disabilities or physical handicaps. Prerequisite learning: Some familiarity with techniques for handling groups of children and with children's literature desirable. *2 semester hours*

132 **RLL524 History of Children's Literature**

This course provides a look at children's literature from the Anglo-Saxon period to the present. The influences on that literature, particularly the educational thought of each period will be discussed. Particular attention is paid to the authors and illustrators who shaped the field. The preponderance of the course focuses on children's literature since the 19th century. *2 semester hours*

RLL525 Creative Dramatics in the Classroom

The use of the dramatic in classroom teaching includes demonstrations with children and with the class in playing out ideas, experiences, and stories. The study of the philosophy, techniques, and materials of creative dramatics, as well as a comparative study of informal play-making and formal children's theater. *2 semester hours*

RLL526 Dramatic Arts in the Elementary School

A study of various dramatic activities in the elementary school. Basic elements of play production as well as creative dramatics and informal drama in the classroom. Research in costume, scenery, integration of dance, music, and other arts related to the school pageant and play are included. *2 semester hours*

RLL527 From Drama to Writing

An exploration of drama structure, teaching in role, and strategies for discovering meaning through drama. Demonstration of role playing and other dramatic strategies as heuristics for writing. Experience in accessing long-term memory and focusing attention on elemental tasks long enough for the ritual of the work to take on a rhythmic and archetypal meaning. Insights from this experience then are captured in words and presented in a formal theatrical setting and finally published as a book. *2 semester hours*

RLL530 Advanced Methods and Materials for Teaching Language Arts

Survey and critical appraisal of programs, practices, and trends in the teaching of language art: reading, oral and written expression, listening, spelling, and handwriting. For certified teachers only. *2 semester hours*

RLL532 Integrating the Language Arts in the Classroom

Introduction to literacy development in the classroom; showing ways to integrate reading, writing, speaking, listening, literature, and language. Such integration is a whole language approach that emphasizes a literature based curriculum. In this course, teachers will examine the historical meaning and development of integrated approaches to literacy instruction and be introduced to theories and research that support such approaches. Emphasis is on specific classroom strategies for implementing holistic language arts instruction, selection of materials management of the process, and alternate ways to detect growth and evaluate student literacy acquisition. *2 semester hours*

RLL533 Introduction to Linguistics

This course introduces the following dimensions of linguistics: structure and history, language development, cognition and learning, communicative competence, and language variation. Emphasis is placed on implications for teaching. *2-3 semester hours*

RLL534 Reading and Writing Relationships

Theoretical and research perspectives that inform an understanding of the processes of both reading and writing, and strategies for teaching both in a holistic way and for detecting growth in literacy. Prerequisite: A reading or writing course. *2 semester hours*

RLL541 Computers in the Writing and Reading Program

This course provides an introduction to ways that a word processing program and related software can be used in a composition or reading program. Topics include: heuristics for getting started, generating or predicting ideas, and expanding on a topic; ways to use the computer at each of the stages of the writing and reading process; and an overview of available software for both writing and reading development. Prerequisites: course work in writing or reading, and beginning word processing skills. *2 semester hours*

RLL560A,B,C Reading Recovery Practicum

A practicum in the instruction procedures used in Reading Recovery: The instructional framework, and underlying rationale. This course focuses on introducing the basic procedures. Prerequisite: Consent of the instructor. *3 semester hours each*

RLL562 Reading Recovery: Research on the Acquisition of Literacy

The first in a three-course sequence that examines research related to the acquisition of literacy, including the development of oral language and its relation to reading and writing. Emphasis in the first course is on relating key features of Reading Recovery instruction to research on the basic cognitive processes implicated in the acquisition of reading and writing. Prerequisite: Consent of the instructor. *3 semester hours*

RLL563 Reading Recovery: Models and Theories of Literacy Development

The second in a three-course sequence that examines research related to the acquisition of literacy. Emphasis in the second course is on exploring models of the reading and writing processes and their instructional implications, and on development of comprehension skills, with particular reference to the development of strategies and metacognitive awareness. Prerequisite: Consent of the instructor. *3 semester hours*

RLL564 Reading Recovery: The Classroom and Social Contexts for Literacy Development

The third in a three-course sequence that examines the research related to the acquisition of literacy. Emphasis in the third course is on the classroom and social contexts of literacy acquisition with particular attention to the effects of these contexts on students. Prerequisite: Consent of the instructor. *3 semester hours*

RLL566A,B,C Reading Recovery: Seminar in Teacher Leadership

The first in a three-course sequence providing practicum experience in training and supervising Reading Recovery Teachers. Emphasis is on exploring three main aspects of the Teacher Leader Role: presenting the Reading Recovery procedures, leading discussion focused on direct observation of teacher and child behaviors, and making site visits to Reading Recovery teachers. Prerequisite: Consent of the instructor. *2 semester hours/quarter*

RLL583 Workshop/Literacy/Contemporary Issues

1-4 semester hours

RLL584 Workshop/Literacy/Programs and Materials

1-4 semester hours

RLL585 Workshop/Literacy/Instruction

1-4 semester hours

RLL586 Workshop/Literacy/Assessment

1-4 semester hours

RLL587 Workshop/Literacy/Staff Development

1-4 semester hours

RLL593 Seminar in Literacy Studies

A review of key theoretical works and research studies in literacy and literacy instruction. Perspectives to be reviewed include the historical, sociopolitical, linguistic, cognitive, literary, and curricular. Contemporary practices and materials for language arts instruction will be analyzed in light of these key documents. Prerequisite: RLR500, RLL533, RLL532, RLW541, RLL524 and RLL523 or its equivalent. *2 semester hours*

RLL594 Independent Study/Language Arts

1-3 semester hours

RLL595 Selected Topics/Language Arts

1-4 semester hours

Reading and Language

RLR500 Survey of Reading Methods and Materials K-12

Introduces key issues in current reading research and instructional practice, grades K-12. Students become familiar with materials, develop theoretically based instructional strategies and the understanding of how these materials and strategies are grounded within a developmental framework. Required for K-9 certification. *2 semester hours*

RLR501 Methods and Materials for Teaching Beginning Reading

Introduces various methods and materials for teaching beginning reading. The course emphasizes teaching methods that capitalize on the spoken language competence children bring with them to school. Beginning phonics instruction is a major component in the course, but phonics is considered within the framework of a total, contextually based reading approach. Developmental spelling is also covered, along with several classroom strategies to involve children in creative reading in the primary grades. Prerequisite: Basic reading methods course or RLR500. (A special 2 semester hour offering of this course is required for Early Childhood majors) *3 semester hours*

RLR502 Methods and Materials for Teaching Reading Comprehension

Introduces theories and models of comprehension and implication of these constructs for the teaching of reading comprehension. Develops familiarity with issues related to questioning, text organization, metacognitive monitoring, and guided reading strategies. Looks at the importance of writing and literature to the development of active comprehension strategies. Prerequisite: Basic reading methods course or RLR500. *3 semester hours*

RLR503 Methods and Materials for Teaching Content and Advanced Reading

This course focuses on the development of mature reading, particularly reading to learn from expository text materials and the development of study skills. Teaching methods that develop strategic reading of informational texts and the assimilation and accommodation of new ideas will be explored. The ways that middle and secondary schools can best provide such reading instruction across the curriculum will be considered. Prerequisite: Basic reading methods course or RLR500. *3 semester hours*

RLR510 Diagnostic Techniques for the Reading Specialist

This course on diagnosis introduces a framework for thinking about reading difficulty and its diagnosis. Students learn how to administer and interpret informal reading inventories and use other diagnostic techniques. They interpret evidence from

- 134 various diagnostic instruments in order to identify reading levels and areas of instructional focus. The advantage and limitations of standardized assessment are also considered. Prerequisite: RLR501. *3 semester hours*

RLR511 Corrective Techniques for the Reading Specialist

Introduces teaching techniques to use with remedial readers (grades 1 through 12). A series of case studies (students at different reading ability levels) are presented and analyzed during the course. Based on initial diagnostic information, a remedial teaching program is planned and hypothetically carried out, with careful attention being given to specific teaching strategies and the sequencing of instruction over time. Prerequisites: RLR501, RLR510, RLR502, RLR503. *3 semester hours*

RLR512 Bilingualism and Reading: Linguistic Consideration

The process of reading in a first language is compared to the process of reading in a second language. Methods of developing second language reading skills and specific strategies for use in the classroom are described. Selection of second language reading materials and reading in the content areas are discussed. Development of writing skills in a second language is also discussed. Prerequisite: CIL505. *3 semester hours*

RLR513 Diagnosis and Correction for the Older Student

This course focuses on the diagnosis and correction of reading difficulties typical in the older student. Theory and research on assessment form the basis for learning to administer and interpret informal instruments and undertake diagnostic teaching. Corrective techniques are learned and practiced with older students in a clinical setting. Prerequisites: RLR502, RLR503, RLL560C or permission of instructor. *3 semester hours*

RLR518 Supervising the Reading Program

The responsibilities of the reading specialist and supervisor are described and examined with an emphasis on the role of program development in reading language. Issues in school testing and evaluation, program improvement, staff development, materials selection, and community-professional relations will be addressed. Students examine their own leadership patterns and strengths to serve as school leaders. Prerequisite: Completion of sequence of reading courses through RLR592 or consent of instructor. *3 semester hours*

RLR583 Workshop/Reading/Contemporary Issues
1-4 semester hours

RLR584 Workshop/Reading/Programs and Materials
1-4 semester hours

RLR585 Workshop/Reading/Instruction
1-4 semester hours

RLR586 Workshop/Reading/Assessment
1-4 semester hours

RLR587 Workshop/Reading/Staff Development
1-4 semester hours

RLR590 Internship/Reading Specialist

On-the-job experience with a counterpart to explore the variety of roles required of reading specialists including supervised responsibility for diagnosis, small group instruction, and other work on a school team. *1-4 semester hours*

RLR591 Field Study/Reading Education

An in-depth, organized exploration of some aspect of reading education in an area or location removed from the typical university class site. Observation, advanced study, and participatory activities may be included. *1-4 semester hours*

RLR592 Practicum/Remedial Reading

Supervised application of diagnostic and corrective techniques in a clinical situation. Both elementary and secondary tutoring experiences are available. Students must make arrangements with their faculty advisor for the practicum one quarter before registering for the practicum credit. On-campus registration. Prerequisites: RLR501, RLR510, RLR502, RLR503, RLR511, RLL520. *3 semester hours*

RLR593 Seminar in Reading Research

An overview of reading research is provided. Different theoretical models will be examined in light of current research findings. Each participant will investigate one area of research in depth and prepare both an oral and written report of findings. Prerequisite: RLR592 or consent of instructor. *3 semester hours*

RLR594 Independent Study/Reading Education

Provides graduate students in reading education degree programs with an opportunity to pursue advanced scholarly study in special areas or to investigate a practical school problem. Special forms must be obtained from the Graduate Administrative Office and completed before registration can take place. Prerequisite: Admission to the Reading Specialist Program. *1-3 semester hours*

RLR595 Selected Topics in Reading

An advanced seminar dealing with current issues in reading and language development. *1-4 semester hours*

RLR599 Thesis in Reading Education

Required of all Master of Science in Education students. The thesis is a formal written document that is the result of disciplined, scholarly inquiry. The student must present the signed Thesis Proposal document at the time of registration for this course. Prerequisites: ESR503 and admission to the Reading Specialist Program. *4 semester hours*

Writing

RLW541 Teaching Writing

Provides an acquaintance with the various types of activities involved in the process of writing; with the various ways children learn to write, emphasizing individual differences; with proven ways to improve student writing; with research on effective teaching strategies; and with current issues in the teaching of writing. Designed for elementary, middle, and high school teachers. *2 semester hours*

RLW542 The Teacher as Writer

Provides an opportunity to develop competence and confidence in one's own composition by writing, critiquing, and revising in the context of in-class interaction and relevant feedback on one's own writing; reflection on the implications of this experience for the teaching of writing. Designed for elementary, middle, and high school teachers. *2 semester hours*

RLW543 Instructional Strategies in the Writing Process

An advanced course focused on exemplary practices in writing instruction. Includes consideration of instructional programs designed by key theorists as well as experiences in developing one's own classroom models. Special attention is given to the implementation and successful management of: assignment design, prewriting activities, conferencing, peer editing groups, publishing of student writing, teacher response and evaluation, balance between expressive and transactional modes of writing, and writer's workshop activities. Designed for elementary, middle, and high school teachers. Prerequisite: RLW541. *2 semester hours*

RLW544 Analysis and Assessment of Writing

An overview of alternate ways of analyzing the quality of student writing and responding to students during the writing process to facilitate improvement, such as providing a center of gravity response. The theory, practice, and critical examination of alternate methods of summarily assessing the quality of composition, including such holistic methods as general impression marking, application of various analytic and dichotomous scales, feature analysis, and Primary Trait scoring. Ways to establish a large-scale assessment of writing. Prerequisite: RLW541. *2 semester hours*

RLW550 Research in Composition

An advanced course in research in composition from preschool through basic college composition. Analysis of alternate research methodologies, including observation of behavior, discourse analysis, ethnographic studies, and case studies that incorporate protocols, interviews, etc. The relationship of writing acquisition to oral language acquisition and reading development; issues of second dialect mastery; the relationship of reading and writing development to one another; and implication of research for classroom instruction. Prerequisite: RLW593. *2 semester hours*

RLW551 Writing Across the Curriculum

Strategies for using writing as a tool of teaching and learning in all subject areas across the curriculum. Among the methods stressed are: designing and using a variety of short classroom writing-to-learn activities; improving the design of more formal, extended reports, essays, and papers in content areas; and using alternative approaches to the evaluation and grading of student writing in subject fields. Prerequisite: RLW541. *2 semester hours*

RLW552 Designing In-service Programs to Improve Writing

Provides guidance in the designing of a series of in-service workshops and other kinds of programs to acquaint teachers with the value of writing as a mode of learning and a means of assimilating and understanding the content of any curricular area. Designed for elementary and/or high school teachers. Prerequisites: RLW542, RLW541. *2 semester hours*

RLW593 Seminar in Writing Development

Introduction to teacher research, emergent literacy studies, primary and intermediate writing growth and development from ages 11-18, with emphasis on the major functions of the audiences for writing at different ages; and the relationship of writing development to oral languages and reading development. Prerequisites: RLW541, RLW543, RLL532, RLW552, completion of a research course. *2 semester hours*

RLW583 Workshop/Writing/Contemporary Issues
1-4 semester hours

RLW584 Workshop/Writing/Programs and Materials
1-4 semester hours

RLW585 Workshop/Writing/Instruction
1-4 semester hours

RLW586 Workshop/Writing/Assessment
1-4 semester hours

RLW587 Workshop/Writing/Staff Development
1-4 semester hours

RLW594 Independent Study/Writing
1-3 semester hours

RLW595 Selected Topics/Writing
1-4 semester hours

Science Education

SCE480B Methods for Teaching Elementary School Science

This course, intended for students preparing to become certificated teachers, addresses methods, materials, and

- 136 instructional issues in teaching science in the elementary school. It is designed to help future teachers develop knowledge, skills, and beliefs that enhance their ability to teach science to children. Preclinical experiences are required. Prerequisite: Consent of MAT program advisor or admission to the program. Course or equivalent prerequisites: EPS500, EPS510. *2 semester hours*

SCE485 Advanced Methods for Teaching Middle School Science

This course builds upon the methods of teaching general elementary school science by providing an in-depth focus on the curriculum, methods, materials, and issues involved in teaching science in the middle grades. Prerequisite: SCE480A/B or its equivalent. *3 semester hours*

SCE500 Science, Technology, and Society

Study of science as a whole, emphasizing its history and philosophy. Includes scientific values, epistemological issues science (e.g., sources of authority, nature of progress), historical exemplars illustrating relationships (e.g., between theory and inventions, between science and historical events), and effects of social norms on science. Considers current controversies and ethical issues to develop perspective on the interaction of science, technology, and society. *3 semester hours*

SCE501 Advanced Methods and Materials for Teaching Science

Study of curriculum and instruction related to middle school science. Includes program goals and objectives and teaching models and methods. Examines a variety of teaching materials and resources. Considers scope and sequence of content and problems involved in children's conceptual development in science. Includes needs of special children and problems of particular contexts, such as the urban school. Also involves assessing achievement and evaluating instruction. For certified teachers only. *3 semester hours*

SCE502 New Developments in Elementary School Science

An examination of a variety of programs and approaches in science teaching since the 1960s. Special emphasis on inquiry training, problem solving, and process approach as applied to the study of structure and characteristics of matter, energy, plants and animals, microbiology, astronomy, weather, geology, and human physiology. Includes discussion of research on students' misconceptions. *2 semester hours*

SCE510 Topics in Science for Middle School Teachers: Physical Science

Examines content in physics and chemistry appropriate for the middle school curriculum. Includes new developments and discoveries in each area. Emphasizes fundamental concepts and theories, such as the structure of matter and interactions between matter and energy. Opportunities for investigating various phenomena will be provided. Prerequisite: SCE500 or consent of instructor. *3 semester hours*

SCE511 Topics in Science for Middle School Teachers: Earth Science

Surveys content in the earth science representative of middle grades curriculum, emphasizing physical geology and oceanography in the context of earth history. Considers major organizing concepts and principles, recent discoveries and current knowledge in each area. Includes in-depth investigation of a particular topic in cooperative learning groups. Prerequisite: SCE500 or consent of instructor. *3 semester hours*

SCE512 Topics in Science for Middle School Teachers: Biological Science

Examines content in the biological sciences representative of the middle school curriculum, including the study of organisms and their anatomy, physiology and genetics. Special attention given to new developments and discoveries in various fields, such as genetic engineering. Opportunities provided for in-depth investigation of a particular area. Prerequisite: SCE500 or consent of instructor. *3 semester hours*

SCE520 Applied Chemistry for Teachers

Basic principles of chemistry considered in the context of everyday life. Chemistry involved in the production of pollutants and their effect on the environment. Includes application of chemical processes involved in identifying and treating pollutants. Includes assessment of sources and limitations of energy. Opportunity provided for in-depth exploration of selected topic. *2 semester hours*

SCE521 Astronomy for Teachers

An exploration of selected topics in astronomy and cosmology relevant to the middle school curriculum. Includes applications of physical principles, historical development of concepts and theories, recent discoveries and current notions about space and time, electromagnetic radiation, the structure of the universe, the development of stars and the solar system. Considers technology of space exploration. *2 semester hours*

SCE522 Meteorology for Teachers

Surveys topics in the atmospheric sciences, meteorology and climatology, relevant to the middle school curriculum. Includes evolution, structure, and dynamics of the atmosphere; fronts and frontal weather, and observational methods involving meteorological instruments and forecast maps. Considers appropriate teaching methods and activities. *2 semester hours*

SCE523 Environmental Education for Teachers

Interdisciplinary exploration of interrelationships between organisms and their environments. Local environments are studied in perspective of ecological principles and global environmental problems and issues. Includes history of human relationship to the environment and development of concept of environment in various disciplines. Examines methods for developing motivations, skills, attitudes, and values related to the environment. *2 semester hours*

SCE524 Human Biology for Teachers

An exploration of selected topics in human biology relevant to teachers of the junior high/middle school. Includes discussion of major concepts and principles, recent discoveries, application of knowledge in the medical and health care fields, and consideration of current problems and issues, such as AIDS and genetic engineering. Includes in-depth investigation of a particular topic and relevant field trip. Prerequisites: SCE500 and SCE512, or consent of instructor. *2 semester hours*

SCE582 Workshop/Science Education/Topic

1-4 semester hours

SCE585 Workshop/Science Education/Instructional Practices

1-4 semester hours

SCE593 Seminar in Science Education: Issues and Trends

Discussion-oriented seminar to culminate program. Considers issues and trends in science education to stimulate synthesis and integration of previous course content. Topics might include gender and minority equity issues, controversies over content, values, disciplinary issues, safety and liability, implications of research, etc. Opportunity provided for independent investigations. *3 semester hours*

SCE594 Independent Study/Science

1-3 semester hours

SCE599 Thesis in Science Education

4 semester hours

Special Education

SPE484 Diagnosis and Remediation of Reading Disabilities/Special Education

Explores principles and theories related to the diagnosis and remediation of reading problems, including contributing factors, standardized and informal assessment techniques, analysis of case materials, and methods and materials for remediation. Prerequisite: SPE500 or equivalent or consent of the instructor. *2 semester hours*

SPE485 Diagnosis and Remediation of Mathematics Disabilities/Special Education

An examination of diagnosing and teaching specific mathematical topics to students with special needs. Knowledge about how students learn mathematics is presented and adapted to the needs of special educators. Prerequisites: SPE500 and MHE480B or course equivalents. *2 semester hours*

SPE500 Introduction to Exceptional Children and Adolescents

This course explores laws and regulations (i.e., P.L. 94-142), current philosophies, practices and critical issues in special

education. Characteristics of the major types of exceptionality in children and adolescents are studied. The process of assessment, educational planning, and best practices are introduced. The context of multicultural and linguistic influences are considered throughout. Alternative approaches to direct service, including integration/inclusion, mainstreaming, and collaboration/consultation are highlighted. The course meets the requirements for State House Bill 150. Students are required to complete 15 hours of clinical experiences as part of this course. *3 semester hours*

SPE501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents

This course provides an overview of the process of collecting information for the purpose of specifying learning problems and making educational decisions. The course explores legal, ethical, sociological and historical considerations. Implications of multilingual and multicultural issues of assessment are addressed. Particular attention is given to the psychometric aspects of instruments and issues of bias in evaluation. Special emphasis is directed toward interpreting test results and connecting assessment to instruction. The role of the special educator as a collaborative consultant and multidisciplinary team member is considered. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisite: SPE500. *3 semester hours*

SPE502 Language Development and Language Disorders of Children and Adolescents

This course provides an in-depth study of phonological and linguistic development in children and adolescents challenged with language-learning disabilities. Theories and characteristics of normal language development and language disorders are presented. A variety of diagnostic procedures and intervention strategies are studied. Contrasts between language disorders and multicultural/multilingual differences are made throughout. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisite: SPE500. *3 semester hours*

SPE503 Collaboration, Consultation, and Direct Service in Special Education

This course is designed to focus on the roles of the special educator with particular emphasis on the process of intervention theories, collaboration/consultation, and direct service models. These models are addressed within the contexts of humanistic, behavioral, and cognitive interventions used with students who are challenged with learning disabilities and/or behavior disorders. Specific interventions addressed in this course include: communication theory, Adlerian and reality therapy, behavior management, precision teaching, cognitive behavior modification, instrumental enrichment, skill streaming, and cooperative learning. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisite: SPE521 and/or SPE531. *3 semester hours*

SPE510 Speech and Language Development in Early Childhood/Special Education

This course offers major theoretical perspectives on how children acquire speech and language. Linguistic milestones are presented within a developmental context from birth to eight years of age. Attention is given to the disorders of receptive and expressive language, articulation, fluency, and voice in early childhood. Issues of developmental risk, early identification, screening and diagnostic assessment are studied. Multicultural/multilingual issues as they relate to speech-language differences, delay, and disorders are addressed. A variety of intervention models, strategies, and programs are presented with a focus on the influences of P.L. 99-457, and P.L. 94-142. The impact of early linguistic problems and related difficulties on learning in the primary grades is considered. Prerequisite: SPE500 or its equivalent or consent of instructor. *2 semester hours*

SPE511 Infant and Early Childhood Development: The Nature of Developmental "Risk" in the Early School Years/Special Education

Explores current theories and intervention strategies for children ages 0 through 5 who are at developmental risk in the area of cognitive, physical, language, and psychosocial development. The nature and viability of the concept of "risk" is examined. Early identification research, procedures, and interventions are introduced with a focus on multidisciplinary initiatives/intervention and familial empowerment. New policy initiatives (P.L. 99-457) are highlighted. Prerequisite: SPE500 or equivalent or consent of the instructor. *3 semester hours*

SPE512 Play Activities in Special Education

Adaptation and application of basic principles of play therapy in the elementary school for children and adolescents who have special educational needs. Methods, techniques, and approaches will be included for various areas of exceptionality. *2 semester hours*

SPE513 Art in Special Education

Uses of art to help children and adolescents who have special educational needs. Methods and techniques will be developed and demonstrated for each area of exceptionality. *2 semester hours*

SPE514 Consultation and Collaboration: Adapting Curriculum for Exceptional Children and Adolescents

Explores current theory and practice in adapting curriculum for exceptional children and adolescents. Models for implementing Resource Programs, the Regular Education Initiative, Collaborative Teaching Models, Teacher Assistance Teams, Peer Coaching, Curriculum-Based Assignments, and Parent-Teacher Partnerships are studied. The course focuses on consultation models of other disciplines, theoretical perspectives underlying school-based consultation models, as well as specific

instructional and administrative strategies for facilitating special education consultation in the schools. Prerequisite: SPE500 or equivalent or consent of instructor. *3 semester hours*

SPE520 Characteristics of Children and Adolescents Challenged With Learning Disabilities

This course investigates current issues in the field of learning disabilities, and offers developmental, behavioral, cognitive and neuropsychological perspectives with regard to normal development and disorders. Particular attention is given to disorders in the areas of perception, memory, attention, linguistics, and metacognition. Academic disorders in the areas of reading, written language, and mathematics are emphasized. Implications of multilingual and multicultural issues on screening, assessment and identification are addressed. Various intervention models and theories are introduced. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. *3 semester hours*

SPE521 Methods of Teaching Children and Adolescents Challenged With Learning Disabilities

This course is directed toward the analysis and study of intervention models and programs for children and adolescents challenged with learning disabilities. The Regular Education Initiative, Least Restrictive Environment, collaboration consultation, and multicultural issues relative to the intervention process are considered throughout. Teaching models matched to students' individual learning profiles, and integration of the regular classroom curriculum in the development of Individual Education Programs are highlighted. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisites: SPE500, SPE520. *3 semester hours*

SPE522 Word Finding Assessment and Intervention in Children/Adolescents Challenged with Language and Learning Disabilities

This course provides an in-depth study of word finding disorders in children and adolescents challenged with language disorders and learning disabilities. Word retrieval theories and findings from both child and adult research are presented. Definition, characteristics, and procedures for differential diagnosis of word finding disorders are studied. Word finding profiles and a variety of intervention strategies are addressed. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. *3 semester hours*

SPE530 Characteristics of Children and Adolescents Challenged With Behavior Disorders

This course offers a developmental approach to the investigation and study of behaviors evidenced by children who experience social/emotional or behavioral challenges in addressing basic life tasks. Implications of multilingual and multicultural issues on assessment and classification are addressed. Students will

develop a working knowledge of psychodynamic, humanistic, cognitive, ecological, biogenic social learning, and behavior management intervention models and theories. Special emphasis is directed toward the contexts of school and family as they relate to the development and management of social/emotional and behavioral deviance. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisite: SPE500. *3 semester hours*

SPE531 Methods of Teaching Children and Adolescents Challenged With Behavior Disorders

This course is designed to focus on intervention models and their use with students challenged with social/emotional or behavioral deviance. The course provides a working knowledge of the assessment of behavioral strengths and weaknesses, intervention methods, and programming options within the affective, academic, and prevocational (vocational) components of the Individualized Educational Program. Communication and collaboration/consultation skills for use with students, parents, teachers, and multidisciplinary team members are highlighted. Multicultural and ethical issues relative to the intervention process are considered throughout. Implications of the Regular Education Initiative (i.e., least restrictive environment) for intervention are addressed. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. Prerequisites: SPE500, SPE530. *3 semester hours*

SPE540 Characteristics of Children and Adolescents with Mental Retardation

Survey of basic etiology of developmentally disabled (EMH or TMH) children and adolescents. Includes consideration of both preschool and school-aged levels. Social, emotional, and educational implications reviewed. Prerequisite: SPE500. *2 semester hours*

SPE541 Methods of Teaching Educable Mentally Handicapped Children and Adolescents

A study of methods, materials, curriculum, and techniques for working with the educable mentally handicapped in the schools. Prerequisites: SPE500, SPE540. *2 semester hours*

SPE542 Methods of Teaching Trainable Mentally Handicapped Children and Adolescents

A study of methods, materials, curriculum, and techniques for working with trainable mentally handicapped students in the schools. Prerequisites: SPE500, SPE540. *2 semester hours*

SPE543 Life Orientation in Program Development for Exceptional Students

Program development for mentally retarded children and adolescents with particular concern for overall environment and the life expectancies in the home, school, and community. Prerequisites: SPE500, SPE540 or consent of instructor. *2 semester hours*

SPE550 Characteristics of Children and Adolescents with Physical Handicaps

Overview of characteristics of the physically handicapped child as these relate to classroom learning situations. Fundamental medical concepts underlying both brain damage and other organic pathology specifically of value to teachers of physically handicapped children and adolescents are stressed. Prerequisite: SPE500. *2 semester hours*

SPE551 Methods of Teaching Children and Adolescents with Physical Handicaps

Identification of physically handicapped types and their levels of functioning; problems involved in teaching physically handicapped children and adolescents; importance of the physical plan in serving their needs; expectations for vocational habilitation and normalization, parent counseling, habilitative programs to provide for optimal adjustment of the physically handicapped to community living. Prerequisites: SPE500, SPE550. *2 semester hours*

SPE552 Vocational Programming for Exceptional Students

The study of mental and physical handicaps as these relate to vocational and occupational training, and the role of federal, state, and private agencies in serving the handicapped. Approaches to vocational programming also included. Prerequisites: SPE500, SPE550 or consent of instructor. *2 semester hours*

SPE553 Characteristics of Children and Adolescents with Traumatic Brain Injury

In-depth study of the etiology of head injury as it relates to classroom learning. Fundamental brain anatomy; early rehabilitation; and common physical, emotional, and learning problems are discussed. *2 semester hours*

SPE560 Organization and Administration of Programs for Exceptional Children and Adolescents

Study of organizational structures and processes in the field of special education. Emphasis on federal and state legislation and rules and regulations for special education as these relate to current administrative practice. Prerequisite: SPE500 or consent of instructor. *2 semester hours*

SPE561 Supervision of Programs for Exceptional Children and Adolescents

Exploration of supervisor's role in special education programs. Special consideration given to organizational structures, staff and program evaluation, staff development techniques, and accountability procedures. Prerequisite: Degree status in Special Education or consent of instructor. *2 semester hours*

140 **SPE570 Multilingualism and Multiculturalism in Special Education: Issues in Assessment and Intervention for Limited English Proficient (LEP) Students**

This course will define and demonstrate informal diagnostic approaches for exceptional multilingual, multicultural students. Participants will experience designing culturally, linguistically and educationally appropriate educational programs based on the results of informal assessment conducted. Teaching methodologies and curriculum adaptation for culturally and/or linguistically diverse exceptional (CLDE) students will be presented with an emphasis on mainstreaming strategies. Approaches for involving language minority parents will be explored. *3 semester hours*

SPE580 Workshop/Special Education/Contemporary Issues

1-4 semester hours

SPE581 Workshop/Special Education/Parent and Community

1-4 semester hours

SPE582 Workshop/Special Education/Professional Development

1-4 semester hours

SPE583 Workshop/Special Education/Assessment

1-4 semester hours

SPE584 Workshop/Special Education/Instructional Practices

1-4 semester hours

SPE591 Field Study/Special Education

An in-depth, organized exploration of some aspect of special education in an area or location separate from the conventional classroom course offering. Advanced study and participatory activities may be included. *1-4 semester hours*

SPE591A Preclinical/Educable Mentally Handicapped

Directed observation and supervised participation in public schools or other approved programs. Required in the EMH program. Students must make arrangements for placements for preclinical experiences at least one quarter prior to registration. On-campus registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *2 semester hours*

SPE591B Preclinical/Trainable Mentally Handicapped

Directed observation and supervised participation in public schools or other approved programs. Required in the TMH program. Students must make arrangements for placements for experiences at least one quarter prior to registration. On-campus registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *2 semester hours*

SPE591C Preclinical/Physically Handicapped

Directed observation and supervised participation in public school or other approved programs for children and adolescents who are physically handicapped. Students must make arrangements for placements for preclinical experiences at least one quarter prior to registration. On-campus registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *2 semester hours*

SPE591D Preclinical/Early Childhood Special Education

Directed observation and supervised participation in public school or other approved programs for infants, toddlers, and preschoolers (birth to five years) who have special education needs. Students must make arrangements for placements for preclinical experiences at least one quarter prior to registration. On-campus registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *2 semester hours*

SPE592A Practicum/Teaching Children and Adolescents Challenged With Learning Disabilities

This practicum serves as a culminating experience in the learning disabilities graduate program. Students are given opportunities to integrate theory and practice, and engage in best practices with children and adolescents challenged with learning disabilities. Supervised experiences are provided in public schools, private schools, hospital clinics, or the National College of Education Center for Learning in Lombard or Evanston. In all settings, the collaborative-consultation model is incorporated. Prerequisites: Degree status in Special Education and consent of Department Chair. Students must make arrangements for practicum placement at least one quarter prior to registration. On-campus registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *3-5 semester hours*

SPE592B Practicum/Teaching Children and Adolescents Challenged With Behavior Disorders

This practicum serves as a culminating experience in the behavior disorders graduate program. Students are given opportunities to integrate theory and practice, and engage in best practices with children and adolescents challenged with behavior disorders. Supervised experiences are provided in public schools, private schools, hospital clinics, or the National College of Education Center for Learning in Lombard or Evanston. In all settings, the collaborative-consultation model is incorporated. Students must make arrangements for practicum placement at least one quarter prior to registration. On-campus registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *3-5 semester hours*

SPE592C Practicum/Teaching Children and Adolescents Challenged with Learning Disabilities and Behavior Disorders

This practicum serves as a culminating experience in the learning disabilities/behavior disorders graduate program. Students are given opportunities to integrate theory and practice, and engage in best practices with children and adolescents challenged with learning disabilities. Supervised experiences are provided in public schools, private schools, hospital clinics, or the National College of Education Centers for Learning in Lombard or Evanston. In all settings, the collaborative-consultation model is incorporated. Students must make arrangements for practicum placement at least one quarter prior to registration. On-campus registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *3-5 semester hours*

SPE592D Practicum/Teaching Educable Mentally Handicapped Children and Adolescents

Practicum involves the opportunity to develop and refine teaching skills with the EMH student. Supervised experiences in public schools or other approved program. Students must make arrangements for practicum placement at least one quarter prior to registration. On-campus registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *2-5 semester hours*

SPE592E Practicum/Teaching Trainable Mentally Handicapped Children and Adolescents

Practicum involves the opportunity to develop and refine teaching skills with the TMH student. Supervised experiences in public schools or other approved programs. Students must make arrangements for practicum placement at least one quarter prior to registration. On-campus registration one quarter before registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *2-5 semester hours*

SPE592F Practicum/Teaching Children and Adolescents with Physical Handicaps

Practicum involves the opportunity to develop and refine teaching skills with the physically handicapped student. Supervised experiences in public schools or other approved programs. Students must make arrangements for practicum placement at least one quarter prior to registration. On-campus registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *2-5 semester hours*

SPE592G Practicum/Teaching Early Childhood Special Education

Field experience provides the opportunity to explore methods, materials, and program for preschool children with special educational needs. Supervised experiences in public school or other approved programs included. Placement in consultation with the faculty advisor in accordance with student's objectives.

Students must make arrangements for the practicum placement at least one quarter before registration. On-campus registration. Prerequisites: Degree status in Special Education and consent of Department Chair. *2-5 semester hours*

SPE593 Seminar in Special Education

Seminar is designed as a culminating and reflective experience for students completing degree programs in special education. Students critically analyze theory and practice in the field of special education. Current issues are examined from the perspectives of teachers, parents, students, administrators, and policy makers. Students are required to complete 15 hours of clinical experiences as part of this course. This is an advanced course and should be taken at the completion of special education course work but before or concurrently with the student teaching practicum. Prerequisites: Degree status in Special Education and consent of the Department Chair. *3 semester hours*

SPE594 Independent Study/Special Education

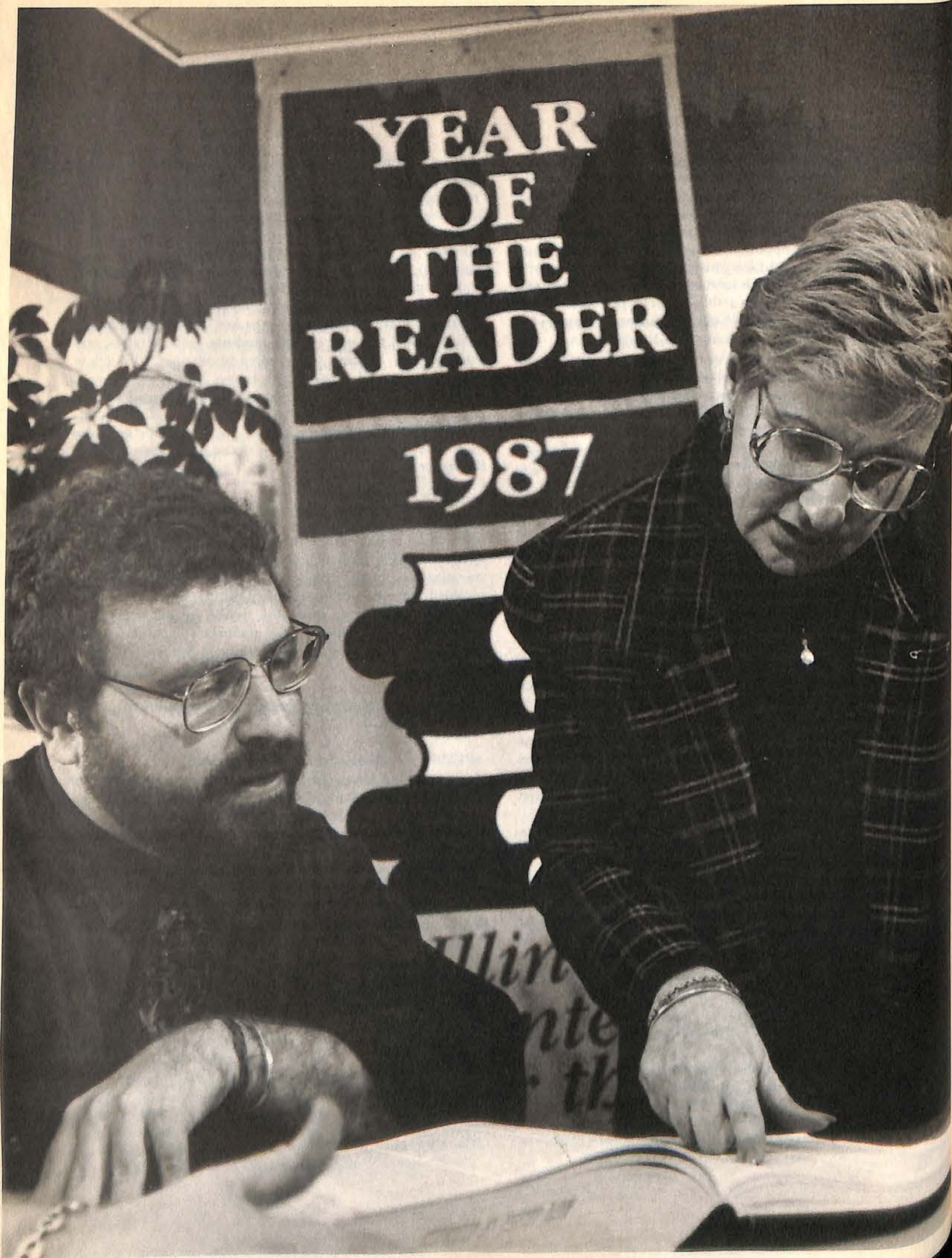
Provides graduate students in a special education degree program an opportunity to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. Special forms may be obtained from the Graduate Administrative Office and must be signed by the student's instructor, faculty advisor, department chair, and associate dean of the graduate school. On-campus registration. Prerequisite: Degree status in Special Education. *1-3 semester hours*

SPE595 Selected Topics/Special Education

1-4 semester hours

SPE599 Thesis in Special Education

Required of all Master of Science in Education students. The thesis by the student is a formal written document that investigates a theory or particular point of view and is the result of disciplined inquiry. The student should present the thesis proposal signed by all members of the Thesis Committee at the time of registration for the course. On-campus registration. Prerequisites: Research Design Analysis and degree status in Special Education. *4 semester hours*



General Information

143



Admission

All students taking courses at National-Louis University should understand that credit toward a graduate degree at the university is awarded only upon formal admission to a program of graduate study. Each college has its own specific admissions requirements. Please see your college's section (in this catalog) for the respective admission requirements.

Readmission of Former Students

Previously enrolled graduate students may enroll for classes without applying for readmission, unless they were previously denied continuation at the university.

Classification of Students

Degree Seeking Students

Degree seeking students are those who have been admitted with the expectation that they will complete the requirements for any postbaccalaureate degree or certificate for which they have enrolled. They are expected to make regular and steady progress towards the completion of their degree or certificate in consultation with their program advisor.

Nondegree Seeking Students

Students holding at least a baccalaureate degree are eligible to enroll for graduate courses as nondegree seeking student. Nondegree seeking students are subject to all regulations of the university.

Should nondegree seeking students wish to be admitted to a degree program, or to a certificate program, they must apply through the Admissions Office. Any application toward degree, diploma or certificate requirements of courses taken as a nondegree seeking student will be evaluated upon application for admission for degree-seeking status in accordance with prescribed limitations.

Admission of Veterans

National-Louis University is approved for benefits for the education of veterans, active duty service personnel, disabled veterans, and qualified dependents (widows, war orphans, etc.) in most of our locations. Veterans who seek admission should follow the regular admission policies, but should also contact the Veterans Affairs Coordinator in the Registrar's Office at the Evanston campus. This should be done as early as possible to expedite handling of applicants' VA forms and counseling. Veterans must be admitted to qualify for benefits.

International Student Admission (See Respective College Admission policies)

The Student Right-To-Know and Campus Security Act

Information related to "The Student Right-To-Know and Campus Security Act" is available to all prospective students and their parents on request.

Financial Aid

National-Louis University offers financial aid to qualified students accepted for admission who enroll at least half-time as degree-seeking students. The information on financial aid contained in this catalog is subject to changes or deletions without notification.

Financial aid programs for graduate students can be divided into two broad categories: gift aid and self help. Students must be enrolled at least half-time (four semester hours per quarter) to be considered for financial aid.

I. Gift Aid: Scholarships or grants that do not have to be repaid.

A. Private Scholarships. Over the years a number of individuals and special interest groups have provided monies to establish private scholarships. Typically these scholarships have specific criteria and further information can be obtained from appropriate program directors.

B. Graduate Fellowship. Further information can be obtained from appropriate program directors.

II. Self Help: Loan programs. Special Note: You must first be accepted for admission to the university to have a loan application certified by the Financial Aid Office.

A. A Stafford Student Loan (SSL-formerly Guaranteed Student Loans) is a low-interest loan, currently at 8% per annum for loans made to first-time borrowers, by a lender such as a bank, credit union, or savings and loan association. You may be eligible to borrow up to \$7,500 per academic year to help pay the costs of tuition, books, supplies, fees, and other education-related expenses. You must demonstrate a NEED for SSL assistance. The need analysis document must be completed by the borrower (and borrower's parents, if dependent; spouse, if married) and submitted to the Financial Aid Office for processing to determine financial need. The amount of loan you may be eligible to borrow will depend on the results of the need analysis, but not to exceed \$7,500 per seven month period. Repayment of the loan begins six to nine months after you leave the program, depending on prior participation in the SSL Program.

B. Supplemental Loan for Students: A Supplemental Loan for Students (SLS) provides additional funds for educational expenses for students. Although similar to the SSL Program, some of the major differences of the SLS Program include:

- The current interest rate is 7.51% per annum, and is subject to change every July 1, to a maximum of 12%.
- The borrower must begin repayment within 60 days, however; for full-time students, payment of principal is deferred and you pay only the interest while you are in school;
- Graduate students may borrow up to \$4,000 per seven month period.

You should contact the Financial Aid Office for application materials to apply for a Stafford Student Loan or a Supplemental Loan for Students.

In addition to the federal, state and institutional programs listed above, there are a number of other possibilities. Places of employment and labor unions may have programs to help pay educational expenses. Foundations, religious organizations, community organizations and civic groups are all potential sources of funding.

The federal and state governments and National-Louis University all require applicants to submit various documents. Applicants should insure that such requests are quickly and accurately answered to prevent a delay in processing.

Deferments

Once you are registered on at least a half-time basis, your outstanding student loans may be deferred. Request a deferment form from your lender or the loan servicer. Consolidated loans may not have this option. Submit this form to the Registrar's Office after the first week of classes. Enrollment certifications are completed and returned to your lending institution after the drop/add period. Deferments for graduate students are completed each term.

Payment Information

(Note: See pages 19-20 for Tuition and Fee Schedule)

Student tuition, fees, and other charges are due at registration. Before admittance to class, the student's account must be paid in full, unless other arrangements for payment have been approved in writing by the Student Account Office. Classes reserved through preregistration may be cancelled if a student does not complete fee payment by the assigned payment date.

Payments of amounts due may be made by check or money order made payable to National-Louis University. The university also accepts Visa, MasterCard, Discover Card, and American Express credit cards for payment of student tuition and fees.

Payments may be made by check or money order in person at the Student Account Office located on each Campus or mailed to:

National-Louis University
2840 Sheridan Rd.
Evanston, IL 60201

Refund Policy

Students who register but do not attend classes, or withdraw for any reasons after attending classes will not receive a refund unless they withdraw officially in writing to the Registrar's Office. (See page 148-49 for withdrawal procedures).

Tuition deposits are not refunded under any circumstances. If a graduate student is dismissed or voluntarily withdraws, having followed the required withdrawal procedures, a tuition refund will be made as follows (unless otherwise noted):

• On-Campus Students

Students who make formal withdrawal before the beginning of the seventh hour of the term, will receive a 100% refund, less a \$20 administrative fee.

After the beginning of the seventh term hour, there are no refunds. (Note: Books, materials and lab fees are not refundable.)

• Field Students

Students who make formal withdrawal before the third class session of any term, will receive 100% discount less a \$20 administrative fee. Books, materials and lab fees are not refundable. If a student fails to withdraw, in writing, before the third session of any term, the student is responsible for the entire term's tuition and fees.

Residence and meal student contracts are signed for the full term. A student who leaves a residence hall before the end of a term will be liable for charges for the entire term, or until the date another student takes the vacated space.

Students receiving financial aid are advised to contact the Office of Financial Aid to discuss the consequences of a withdrawal which may affect academic progress, their eligibility for aid, and student loan deferment.

Payment Plan

National-Louis University offers students a number of flexible financing options for paying tuition and fees, including an option for those students whose employer offer tuition assistance programs. The information below explains the various options for tuition payment.

In certain circumstances a student may satisfy the registration full-payment policy by signing an official note made payable to the university, which obligates the student to complete full payment to the university within a specific time frame. National-Louis University offers the following flexible financing tuition payment plan options. We hope that these payment plan options will help to serve the needs of National-Louis University students.

- Students who have approved bank or governmental loans, or other forms of student financial aid which are expected to cover the full costs of tuition and fees may execute a promissory note allowing a student to defer full payment until the loan or financial aid is actually disbursed. A student may be required to make a minimum monthly payment to the university until this aid is disbursed. To be considered for participation in this plan, the student is required to complete a credit application. This application authorizes the university to access the student's credit history for the purpose of determining eligibility for the selected payment plan. All tuition and fees covered under this deferred payment plan arrangement is subject to a late charge on the total unpaid balance.
- Students who are working for employers who directly pay their tuition may be eligible to participate in the university's tuition remission program. Under the terms of this program, the student's employer pays their tuition directly to the university at the time of registration. Students should check with the Admissions Office to find out if their employers participate in this program. Any tuition and fees not covered by the employers are due in full by the student when assessed.
- The university also offers a deferred payment plan for students. A \$25 charge is assessed for students electing the deferred payment plan.
- Deferred payment in this plan is as follows: All fees and one third of the tuition are due at registration. A student executes an installment note payable to the university for the balance of any unpaid tuition and fees. An additional one third of tuition is to be paid within thirty days of the first day of classes. All unpaid tuition must be paid within sixty days of the first day of classes, and is subject to a late charge on the unpaid balance.
- The university offers other extended payment plans in certain field programs. All tuition and fees covered under this deferred payment plan arrangement are subject to a 1.5% per month finance charge on the total outstanding balance. A \$20 processing fee will be assessed upon submission of an application for this extended payment plan. All tuition and fees covered under this payment plan arrangement is subject to a late charge on the unpaid balance. This application authorizes the university to access the student's credit history for the purpose of determining program eligibility. Please refer to the student payment plan application brochure for specific terms of this plan.

Any of the above deferred and extended payment arrangements are subject to the final approval of the university's Student Account Office. In each case, the plans require certain immediate payments. Specific procedures must be followed by

the student. Sufficient time must be allowed for processing any deferred and extended payment applications. The Student Account Office hours are posted on each campus or academic center. Information about any of these plans is available by contacting the office during the posted hours.

Should a student encounter unforeseen circumstances which prevents a student from satisfying the term and conditions of the student's payment plan, should contact the Student Account Office immediately. Students will also be subjected to further actions outlined below under Student Delinquencies.

Students should also note that if the student's account balance is not paid in full, registration for subsequent terms will not be permitted and diplomas and transcripts will not be released. A students who has preregistered for an entire program will not be permitted to attend class if the student has failed to comply with the terms of the student's tuition payment plan.

Employer Assistance

Many corporations and agencies provide some type of tuition assistance to employees who are continuing their education. Students are encouraged to investigate such programs at their places of employment.

General Notes

1. The university will not accept third party checks.
2. The university reserves the right to require either cash or cashier check payments for any student whose account reflects a history of dishonored checks, and/or rejected charge card payments.
3. Students using a student teaching tuition waiver or other tuition waivers as part of tuition payment must present the original and the student copy to the Student Account Office at the time of registration. A student will be required to pay any remaining balance before the tuition waiver is applied.
4. Students are responsible for all tuition, fees, costs of books and materials, and other costs associated with the collection of outstanding student's account. Students with delinquent accounts will not be permitted to register for additional classes. A transcript of a student's record is the property of National-Louis University and is not property of the student. National-Louis University has no obligation to release a transcript to a student, but customarily does if the student has met all of its obligations to National-Louis University. Therefore, the university will not release a student's diploma until all outstanding indebtedness is satisfied, and will not release academic transcripts, diplomas, or any certificate of attendance when students' accounts are financially delinquent. A student's account is considered financially delinquent when payments are not made in accordance with established payment plan.

5. Students receive a monthly statement of account, summarizing all account activity including new tuition, fee charges, payments, and other credits during the billing period. Students are expected to pay all amounts due according to the payment schedule listed on this bill. Unpaid student account balances will be subject to a late payment administrative fee applied to each thirty days' unpaid balance. This will be applied monthly to a student's account until all outstanding balances are paid in full. Late charges will be waived only if the university is primarily responsible for the delinquency or when extraordinary circumstances warrant such a waiver.
6. The university reserves the right to assign any past due account to an outside agency for collection. If an account is assigned to an agency for collection, all fees and other costs of collection will be added to the university charges for collection at the current contract rate.
7. Students must notify National-Louis University of any change of the student's home address. National-Louis University reserves the right to refuse to furnish grades, transcripts, and diplomas until all amounts due under the terms of a promissory note [or agreement] are paid in full.
8. Students who do not complete a course within the allotted period of time and receive a grade of "I" (In-Progress) or grade of "X" (Deferred Grade) are financially responsible for the payment of that course regardless if a valid grade is received or not.

Policy on Federal Student Financial Assistance Programs

Students who received a loan under any of the Federal Financial Assistance Programs are required to keep their repayment status current with the university and/or with the outside guarantor during and after their course of studies. National-Louis University reserves the right not to permit defaulted borrowers to enroll in the university. Additionally, the university will not issue transcripts to students who are delinquent or have defaulted on a Perkins loan advanced by the university. Students are required to notify National-Louis University and the student's outside guarantor or lender of any change of the student's home address.

Registration and Credit

Registration

Registration is conducted before the opening days of each university term. Walk-in and mail-in deadlines for registration are established each term. Students who do not register by these deadlines must pay a late fee. The dates for registration are

published in the term course schedules. You may register by mail or in person at the Registrar's Office at the Chicago, Evanston and Lombard campuses. Check the term schedule for office hours.

On-campus graduate students are asked to register for courses before the first day of each term. Payment of fees must be made at the time of registration. Late registration is permitted after the quarter begins and up to the fourth clock hour of the class.

Some programs require students to register for their program at a designated registration meeting. Those students will be notified of the locations and time prior to the registration meeting.

Audit

A student may audit any course. The student may participate in any and all requirements of the course including examinations. However, auditors will not receive academic credit for the course and must indicate "Audit" at time of registration. Change to a credit enrollment may be made only during the first week of class. Auditors pay regular tuition.

Registration for Thesis

Students must register for thesis credit, using the appropriate departmental prefix code in front of the thesis course number (xxx599). For National College of Education students, Research Design and Analysis (ESR503) is a prerequisite to thesis registration.

On-Campus Student Withdrawals

In order to receive a full refund (less a \$20 administrative fee) a written request for withdrawal must be made before the seventh hour of the class has begun. Students who withdraw before the seventh hour of the class, will be dropped so that the course will not appear on their academic record. Graduate students may withdraw after the seventh hour of the class through the last class session and this is recorded as "W" on the academic record. Withdrawal from a course is done either by signing the withdrawal form in the Registrar's Office or by writing a letter to the Registrar's Office (Evanston campus). The date of withdrawal is the date the form is signed, or the postmark on the withdrawal letter.

In the event that a course is cancelled, tuition paid will be carried as a credit until the student notifies the registrar in writing of intention to change to another class or request a refund.

Field Student Withdrawals

Field students must make written withdrawal before the third class session of any term. Registration will be cancelled for students who withdraw before attending the third class night of the term. Students who withdraw after attending the third class night of the term, will have a "W" grade assigned for all courses for which they were registered that term. Master of Science students should send their written withdrawal to the Lombard Registrar, for Chicago area students, or to the Director of Academic Services at the academic centers. The Master of Education student should present written notice to the M.Ed. Field Program on the Evanston campus.

If the student fails to withdraw, in writing, before the third class session of any term, the student is responsible for the entire term's tuition and fees.

Please see page 146 for information about the refund policy.

Unit of Credit and Student Load

The graduate unit of credit is the semester hour. Eight semester hours per term is considered full-time enrollment.

Evaluation of Student Progress

Graduate students are evaluated on a traditional grading system with grades of A, B, C, D, and F. Quality points are assigned on a four-point system with A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. Grades of D are not accepted toward completion of degree requirements. The pass-no credit option is available only in courses so designated. "W" grade will be assigned to reflect a formal withdrawal by the student before the end of the term. Students are expected to maintain a 3.0 average. Failure to maintain a cumulative grade point average of 3.0 or better may result in suspension from the program.

In-Progress Grade Policy

If a student is unable to complete a course within the allotted period of time because of unavoidable circumstances or because of an extended project which cannot be completed in a single term, a grade of "I" (In-Progress) may be assigned, providing there is prior agreement between the student and the instructor. For on-campus students, requirements for course completion must be met before the end of the following academic term. The instructor of record for the course must complete a Grade Update Form and transmit the assigned letter grade to the Registrar's Office. If the course cannot be completed within this period of time, the student must petition for an extension of time. The instructor must approve the extension and notify the Registrar's Office of the extension. A grade of "IE" will be assigned to the course. If an "I" is assigned

as a grade, the academic record will reflect "I". When the course is completed, the transcript will reflect a grade.

Grades of "I" which are not removed in the time allotted will automatically be lapsed to "N" (No Credit). All theses courses (xxx599) are exceptions to the normal time limitation and will remain on the student's record as I until changed by satisfactory completion or withdrawal from the degree program.

Because of the intensive nature of the Field Program and the extended nature of the thesis/project report, "I" (In-Progress) grades are not automatically changed to "N" (No Credit). However, change to a letter grade and awarding of academic credit for the course is contingent upon the Registrar's Office receiving a Grade Update Form from the instructor of record for the course.

When the course is completed, the transcript will reflect a grade. The "X" GRADE is a deferred grade for approved courses designed to extend over more than one term.

Academic Standards

If the GPA of a student admitted with full-standing status falls below 3.0, the student will be placed on academic probation. The student will be notified in writing and given the maximum of four graded courses (not P/N), or 9 semester hours (depending on the program) taken at National-Louis University to raise the GPA to 3.0. These courses may not include workshops, independent studies, transfer credits or internships/practicums.

If the student fails to raise the GPA in the designated probationary period, the student may be considered for dismissal.

If the student wishes to appeal this decision, he/she must petition the governance unit designated by the respective college to deal with student academic appeals. In some programs, if a student receives a "C" grade in a required course, that course may have to be repeated and a grade of "B" or better must be obtained.

Grade Reports

A grade report for all courses will be sent to students four to six weeks after the end of the term, regardless of the ending date of specific courses.

150 Graduation Requirements-All Postbaccalaureate Degrees

The university reserves the right to change the requirements for graduation at any time, and every candidate for a degree shall be held to compliance with changes, as far as the uncompleted portion of her or his course of study is affected.

1. The student must be formally admitted in full standing.
2. The Registrar must have a Graduate Study Plan on file.
3. The student must have satisfied all the requirements and regulations of the individual college and program by the term completion date.
4. Generally the student must fulfill all degree requirements, including satisfactory completion of a required thesis, research project or comprehensive examination, within six years from the beginning of the first course taken at NLU and required by the student's specific degree program to which he or she is admitted. All doctoral students are required to complete all degree requirements within eight years from the date of admission. Please see your degree program for specific time limitation requirements.
5. Students must have completed the thesis and have confirmation that it is fully approved. The approved thesis manuscript must be in the possession of the Thesis Coordinator, ready for binding thirty days before the end of the term.
6. A 3.0 grade point average is required for graduation.
7. The student must fulfill the residency requirement for his/her particular degree/program. Please see your degree program for residency requirements. Required courses are shown on each student's Graduate Study Plan; a list of approved electives may be obtained from the advisor or the program director.

Application for Graduation

There are four graduation dates during the year, one at the end of each term. Transcripts and diplomas reflect the degree awards as of these dates.

Students must apply for a diploma and pay a graduation fee. There is a final deadline for application for each completion date. These dates are published each term in the class schedules. Students who apply for diplomas after the published deadline will be included as candidates for the next degree completion date. Students should write the Registrar's Office, 2840 Sheridan Rd., Evanston, IL 60201 to obtain a diploma application or to change completion dates for a previous application. Information concerning application for graduation may also be obtained at the Academic Services Office at any academic center. There is an additional fee each time a diploma is reordered.

Diplomas will be mailed a few weeks after the degree award date. Students who wish to participate in a commencement ceremony will also pay a cap and gown fee. An official transcript will be available after the graduation date reflecting the degree completion.

All financial and other obligations to the Business Office, Library, faculty or other university offices, must be cleared. No transcript or diploma will be issued if there is any outstanding encumbrance.

Transcripts

On-Campus Students

Official transcripts are available to be sent upon request. All requests must be made in writing to the Registrar's Office. The fee per transcript is \$3 for regular service (7-10 days) and \$6 for next day service. NO SAME DAY SERVICE IS AVAILABLE. A grade will not be listed on the official transcript until a student has received a grade report for that course.

It is recommended that official transcripts be sent directly by the college to schools, employers, agencies, etc. Students may, however, request official transcripts be sent to themselves. In that case, the official transcript will bear the statement ISSUED TO STUDENT.

Transcript requests should include student name (married and/or single), social security number, plus name and address where transcripts are to be sent. If specific terms or specific course grades are to be included, that information should be clearly stipulated on the request so that the transcript is not sent before those grades are posted to the record.

Transcripts will not be issued if there is any financial encumbrance.

A transcript of a student's record is the property of National-Louis University and is not property of the student. National-Louis University has no obligation to release a transcript to a student, but customarily does so if the student has met all of his/her obligations to National-Louis University.

Field Students

Students at the McLean, VA academic center should request their transcript from the Office of Academic Services at that center. All other students in the M.S. in Management program should request their transcript from the Registrar's Office in Lombard, IL. M.Ed. students should request their transcript from the Registrar's Office on the Evanston campus.

Student Rights and Responsibilities

I. Class Attendance

Attendance is important to the accomplishment of university curriculum objectives. The university has a no-cut attendance policy; therefore, students are expected to be present for all scheduled meeting of courses.

In case of an absence from class, students are encouraged to give prior notice to the instructor. If illness or other necessity causes prolonged absence, students should consult with the instructor and the registrar. In such cases a physician's statement may be required.

II. Family Educational Rights and Privacy Act of 1974

In compliance with the Family Educational Rights and Privacy Act of 1974, also known as the Buckley amendment or FERPA, National-Louis University protects the rights of students and their parents with relation to the accuracy and privacy of their educational records. In accordance with the provisions of this act, National-Louis University has established basic policies to prevent the release of any personally identifiable information regarding any of its students, without first having received the consent of the student (or, in some instances, the parent). In addition, procedures have been established by which a student (or, in some instances, a parent) may request to examine his/her educational records, may challenge any portion of the record, and may request the opportunity to have any inaccurate, misleading, or otherwise inappropriate data deleted or corrected, or may have inserted into the record a written explanation regarding the content of the record.

In the Clara Belle Baker Demonstration School, the rights detailed and discussed in these policies and procedures belong to the parents of the students. In the undergraduate and graduate schools of the university, these rights belong to the student. However, the parents of a student who is financially dependent upon the parents (as defined in Section 152 of the Internal Revenue Code of 1954) may have access to the student's record without first obtaining the student's consent.

III. Release Policy

To totally prohibit the release of even a student's name or dates of enrollment, for example, would be as much a disservice to students as it would be an imposition on the daily functioning of the school. The law permits certain categories of information to be designated as directory information and to be released without requiring written consent, provided the student (or Parents where appropriate) has been notified what information

is included as directory information and been given a specific time to request any such information to be withheld from release.

The university has designated as directory information the following categories:

- A. Student's name
- B. Local address and telephone numbers (of currently enrolled students only)
- C. Dates of enrollment
- D. Area of academic concentration
- E. Diploma or degree awarded
- F. Honors or awards received
- G. Announcement of public performances and ceremonies officially recognized by the university.

No other personally identifiable information about a current or former student may be released to any person or agency outside the university except by the written, signed and dated request of the student (or parent, where appropriate) specifying the information to be released and to whom it is to be released. At the request of the student (or parent), a copy of the information to be released will be provided when he/she consents to the release. (The Privacy Act provides for a number of exceptions to this rule whereby information may be released to accrediting agencies, certain federal and state authorities, for reason of emergencies related to the health and safety of the student, etc., without notifying the student or parent. A list of such exceptions may be obtained upon request. Emergency release of information may be necessary on approval of an appropriate administrative officer. In addition, notification shall not be given if the student (or parent, where appropriate) has directly made the request for the release of information. Within the school, certain information within a student's record may be necessary for an individual or an office for whom it was not originally collected. Such information may be made available to university officials, including instructors having legitimate educational interests.

IV. Request to Withhold Release of Directory Information

That information designated by National-Louis University as directory information will be individually released without prior consent unless the student requests in writing that such information cannot be released.

A request that directory information not be released will be honored for one year. A new request that directory information be withheld will be required each year.

Any such request to withhold release of directory information will apply to all directory information, with one exception. A request may be made to withhold release of address and telephone number only.

152 V. Maintenance of Records

In maintaining a student's educational record, the university colleges shall collect part or all of the following information:

Specifically, the university colleges will collect part or all of the following information to comprise a student's educational record: name, address, social security number, phone number, date of birth, sex, marital status, citizenship status, names of elementary, secondary, and postsecondary schools attended with dates and diplomas or degrees earned, activities, awards, and work experiences, parents' names, addresses, phone numbers and occupations. Business address and phone numbers, emergency telephone numbers, transcripts, grades received, reports of standardized tests, degree and program evaluations, course evaluations, competency sheets, registration forms, medical forms and records, financial assistance applications, confidential financial statements and eligibility reports, records of student fee payments, student-completed questionnaires, counselor reports and anecdotes, letters of recommendation, placement records, and correspondence. Letters of recommendation are used as admission documents only. They are not intended nor will they be used, for any other purpose.

This information is kept in a variety of offices as indicated below:

Alumni Office
Business Office
Financial Assistance Office
Graduate Schools
Placement Office
Registrar and Records Office
Student Health Services
Student Affairs
Student Teaching Office

Detailed educational records, as defined above, are kept no longer than two years after a student terminates enrollment in one of the university colleges and are then destroyed, with the following exceptions:

1. The Alumni Office maintains directory information on former students:
2. The Business Office retains quarterly financial summaries of student fee payments and individual student files concerning National Direct Student Loans necessary to meet statutory requirements:
3. The Financial Assistance Office maintains complete files until a federal audit has been made:
4. The Graduate Schools maintain student files until graduation:
5. The Placement Office maintains credentials permanently:
6. The Records Office keeps for five years files of students

who withdraw from the university before graduation and permanently maintains transcripts of all academic records earned at the university.

7. The Student Health Services Office retains medical records for five years after a student terminates enrollment.
8. The Student Teaching Office permanently retains information files related to professional study: evaluation, notation, etc.

VI. Student Right to Access

Students currently or formerly enrolled in the undergraduate or graduate school may request access to their own education records with the following exceptions:

- A. Medical and psychological reports and records are not open for review, although the university nurse or other recognized professional may act as a student's agent and review the record for him/her upon the student's request.
- B. Confidential letters and statements of recommendation, including professional promise cards, written before January 1, 1975, and used only for the purpose for which they were obtained are not open for review.
- C. Parent's Confidential Statements and eligibility reports are not open for student's review without parental written consent.

Although the rights provided for by the Family Educational Rights and Privacy Act of 1974 belong primarily to the student once he or she is enrolled at a postsecondary level of education, the parents of students who are financially dependent upon their parents (as defined in Section 152 of the Internal Revenue Code of 1954) may request access to the student's record without the prior consent of the student, with the same exceptions as listed above.

VII. Waiver of Right to Access

In the following situations, the university shall provide students (or parents, where appropriate) with the means of waiving their right of access to certain limited parts of their education record for the purpose of preserving confidentiality:

- A. Letters of recommendation required for admission to the Graduate Schools.
- B. Letters of recommendation collected for a student's placement file in both the undergraduate and graduate colleges to be used in pursuit of employment.
- C. Letters of recommendation used in connection with a student's eligibility for honorary recognition.

Whenever a student chooses to waive the right of such access, this limited waiver of the right of access applies to the

parents, as well. In all three of the above listed situations, where the student or parent waives the right of access, the student (or parent, where appropriate) may request notification of the names of persons making recommendations and the university will provide them with such names.

In providing the means of waiving the right of access, the school shall place this option in writing as part of the printed form being used to obtain statements of recommendation. A student shall indicate in writing his/her choice of waiving or not waiving the right of access to this information before the form is given to other individuals to write their recommendations. Once a recommendation has been received, a student may not change his/her decision with regard to waiving the right to access to that recommendation.

VIII. Policy on Academic Honesty

National-Louis University subscribes to the principle that academic quality and a productive learning environment are inextricably linked to academic honesty.

Like other colleges and universities, National-Louis University has expectations regarding academic honesty on the part of students, faculty and staff, and, indeed, to professional people at all levels of academic activity.

With respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to disciplinary action and may be dismissed from the university. (See procedure in Student Guidebook.)

IX. Policy on Falsification of Records and Official Documents by Students

Falsification of records and official documents is prohibited by the university. This includes altering academic or business records; forging signatures of authorization; or falsifying information on any other documents, transcripts, letters of permission, petitions, drop-add forms, and the like.

Any university faculty or staff member who believes that this policy has been violated by a currently-enrolled student shall bring the matter to the attention of the Vice President for Student Affairs and/or the Associate Vice President for Academic Affairs. The student shall be presented with the evidence.

Any student found to have falsified records is subject to disciplinary action through the university Hearing and Appeals System.

X. Policy on Submission of Fraudulent, Incorrect, or Misleading Information Pertaining to Student Admission

It is expected by the university that all information which is material to the admissions process be accurate and true to the best of the student's or prospective student's knowledge. Any individual found to have submitted fraudulent, incorrect, or misleading information is subject to denial of admission to, or dismissal, from the university.

If a university faculty or staff member discovers that this policy has been violated by an applicant for admission, that applicant shall be denied admission by the Director of Admissions.

Any university faculty or staff member who discovers that this policy has been violated by a currently-enrolled student shall bring the matter to the attention of the Vice President for Student Affairs and/or the Associate Vice President for Academic Affairs. The student shall be presented with the evidence. In situations where the student pleads "not guilty," the case is handled within the university Hearing and Appeals System.

When evidence of academic dishonesty is discovered, an established procedure of resolution will be activated to bring the matter to closure. (See procedure in Student Guidebook)

XI. Policy on Academic Appeals

Fairness of academic decisions shall be insured by permitting a student to appeal an academic decision for any of the following reasons:

1. The criteria and procedures for the decision were not published.
2. The published criteria and procedures were not consistent with college, school, division, department or program policy and procedures, or violate a student's rights.
3. The published criteria and procedures were not followed in making the decision. This includes factual and calculation errors or major errors in judgment. Reasonable and customary academic judgments are specifically excluded from this review process.
4. The decision was substantially influenced by factors other than published criteria, i.e., the decision was discriminatory.

A variety of academic decisions and judgments are essential to the orderly operation of an educational institution. Awarding transfer credit, course grades, admission to a specific program and certification for graduation are examples of academic decisions that affect an individual student enrolled in the College. Students have a right to expect that these important decisions will be made fairly by application of published policies

154 and procedures. Individual students are entitled to a reasonable and timely review of academic decisions. At the same time, the collective good of the academic community requires the establishment and consistent application of policies, procedures, and standards. College faculty and staff also have a right to expect reasonable freedom to exercise collective and individual professional judgment within their recognized areas of expertise. This policy has been developed to insure fairness to all parties involved in such academic decisions.

This policy is limited to the review of academic decisions which are based on the application of established policies, procedures, or standards. It does not establish any individual right to review established policies, procedures or standards, or limit any existing rights to individually or collectively petition individuals or groups responsible for college policy. (See procedure in Student Guidebook.)

Academic Support Services

Libraries and Audiovisual Services

At the heart of every university is its library which supports the institution's teaching, learning and research needs. Since 1920, the libraries of National-Louis University have provided books, journals, microforms, special collections, audiovisual equipment and media, and, more recently, microcomputer hardware and software for students and faculty. The National-Louis University librarians are active participants in the teaching/learning process through formal and informal instruction in the use of libraries and in the process of information retrieval.

As of June 30, 1992, National-Louis University libraries had research collections totalling more than one million volumes or items: 150,000 books; 1,700 journals representing 30,000 volumes; 1,012,000 microforms; 19,000 audiovisual media, 2,100 educational computer programs; and hundreds of reference tools, indexes and computer databases on compact discs and on-line through DIALOG. The strongest subject collections are in the fields of elementary and early childhood education, children's literature, educational psychology, management and business, computer science, health care and human services. Special collections include the complete ERIC documents collection on microfiche, curriculum materials for elementary education, educational and psychological tests, history of kindergarten and early childhood education, Elizabeth Harrison's personal library, the William S. Gray Reading Research Collection, and the university archives.

The library collections are centralized at the Evanston Campus and delivered as needed to other campuses and directly to students and faculty: the College Library houses the research book and journal collections; the Baker Demonstration School Library Media Center houses the children's literature collection, and the Instructional Media Center (IMC) houses the film and videotape collections. The IMC also offers audiovisual production services and circulates equipment. The Chicago and

West Suburban Campuses maintain branch libraries with books, journals, and audiovisual equipment to support the instructional programs taught there with electronic links to the main library in Evanston. Daily shuttle service among Illinois campuses and telefacsimile machines allow rapid delivery of library materials to students and faculty. Microcomputers are available for student use in each National-Louis University library.

National-Louis University believes that off-campus students and faculty who learn and teach at academic centers beyond Illinois must receive the same high-quality library services as on-campus students and faculty. Therefore, out-of-state centers have an "electronic library" with bibliographic research tools in print and in compact disc formats and a computer terminal linked to the Evanston Campus University Library. Computer-produced bibliographies, books and journal articles are faxed or mailed directly to students and faculty upon request via toll-free phone numbers listed inside the front cover of the catalog.

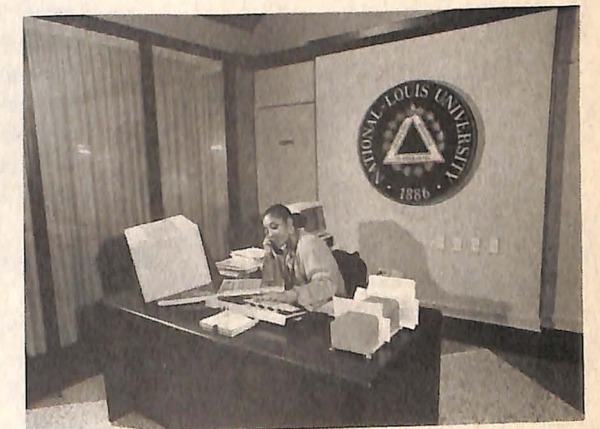
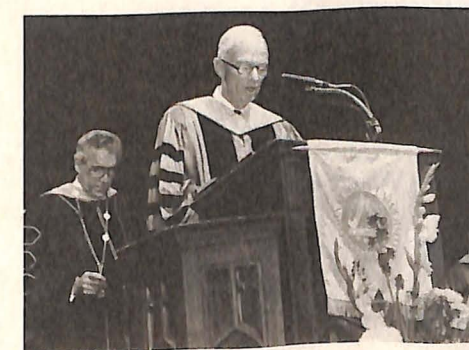
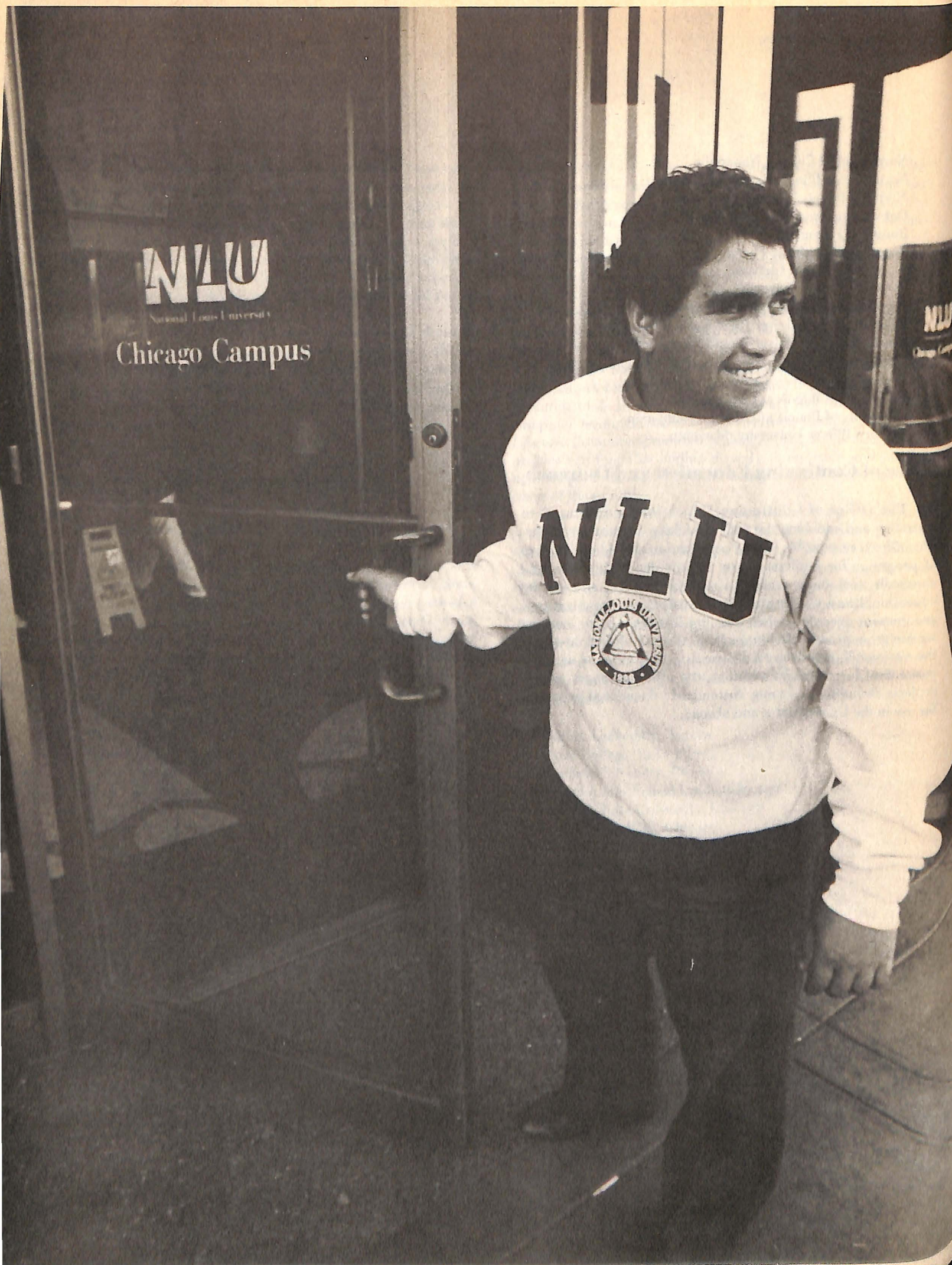
The National-Louis University Library participates in several cooperative networks: OCLC, Illinet Online, and the North Suburban Library System. In May, 1989, NLU became a member of the Illinois Library Computer System Organization (ILCSO), a consortium of forty public and private higher education institutions with library collections exceeding twenty million volumes, the largest library resource-sharing network in the world. These forty libraries share a centralized library automation system, which allows students and faculty to borrow materials from each other's libraries without charge. The ILCSO member libraries are:

Aurora University, Aurora
 Barat College, Lake Forest
 Bradley University, Peoria
 Catholic Theological Union, Chicago
 Chicago State University, Chicago
 Columbia College, Chicago
 Concordia University, River Forest
 DePaul University, Chicago
 Eastern Illinois University, Charleston
 Elmhurst College, Elmhurst
 Governors State University, University Park
 Illinois Benedictine College, Lisle
 Illinois Institute of Technology, Chicago
 Illinois Math and Science Academy, Aurora
 Illinois State Library, Springfield
 Illinois State University, Normal
 Illinois Wesleyan University, Bloomington
 Joliet Junior College, Joliet
 Judson College, Elgin
 Kankakee Community College, Kankakee
 Lake Forest College, Lake Forest
 McKendree College, Lebanon
 Millikin University, Decatur
 National-Louis University, Evanston, Chicago, Lombard

North Central College, Naperville
 Northeastern Illinois University, Chicago
 Northern Illinois University, DeKalb
 Oakton Community College, Des Plaines
 Roosevelt University, Chicago
 Rosary College, River Forest
 St. Xavier College, Chicago
 Sangamon State University, Springfield
 School of the Art Institute, Chicago
 Southern Illinois University at Carbondale
 Southern Illinois University at Edwardsville
 Southern Illinois University School of Medicine, Springfield
 Triton College, River Grove
 University of Illinois at Chicago
 University of Illinois at Urbana-Champaign
 Western Illinois University, Macomb

Office of Continuing Education and Outreach

The Office of Continuing Education is dedicated to extending and enriching the path of lifelong learning for adults. The office is responsible for the organization and administration of programs for adult learners. It provides both credit and noncredit workshops, seminars, and courses that address the educational and training needs of businesses, organizations, government agencies, other learning institutions, community service groups, and individuals. Programs are offered on-site at the various National-Louis University campuses, or at other convenient locations. In addition, the office manages special projects including designing customized educational programs for use in the United States and abroad.



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Index

Academic Affairs Staff	162
Academic Calendar	16
Academic Centers	13
Academic Policies	78, 101
Academic Programs	24, 25
Academic Standards	149
Academic Support Services	154
Accreditation	9
Administrators of Special Services	162
Administration	
Academic Centers	169
College of Arts and Sciences	163
College of Management and Business	164
National College of Education	165
University Library	168
Admission (NLU)	145
Admission Procedures	
College of Arts and Sciences	31
College of Management and Business	59
National College of Education	75, 100
Adult and Continuing Education Programs	32
Adult Education (C.A.S.)	34
Adult Education Program (M.Ad.Ed.)	32
Alumni Statement	15
Atlanta Academic Center	14
Authorization	71
Baker Demonstration School	80
Behavior Disorders	97
Board of Trustees	159
Certificate of Advanced Study (C.A.S.)	73
College of Arts and Sciences	34
National College of Education	73
Chicago Campus	13
Classification of Students	145
College of Arts and Sciences	27
College of Management and Business	55
Computer Education Program	80
Course Descriptions	
College of Arts and Sciences	41
College of Management and Business	63
National College of Education	107
Curriculum and Instruction Program	81
Developmental Studies (C.A.S.)	34
Developmental Studies Program (M.Ad.Ed.)	33
Director of Special Education	99
Directory	157
Doctor of Education (Ed.D.)	73, 99
Early Childhood Education	83
Early Childhood Special Education	99
Educational Leadership	86
Educational Leadership Program Strand	104
Educational Psychology Program	102
Educational Psychology (M.S.Ed.)	88

Educational Psychology (Ed.D.)	89
Educational Psychology (C.A.S.)	90
Educational Psychology/School Psychology	88
Educational Specialist (Ed.S.)	73
Educational Specialist Degree with Superintendent Endorsement	87
Elementary Education (M.A.T.)	90
Elementary Social Studies Development Center	80
Elgin Facility	13
Entitlement Approval	71
Evanston Campus	13
Evanston Center for Learning	80
Facilities	13
Faculty	
College of Arts and Sciences	163
College of Management and Business	164
National College of Education	165
Clinical Adjunct	168
University Library	168
Financial Aid	100, 145
General Special Education	98
General Supervisory Endorsement (Educational Leadership)	86
Generalist Program	82
Graduation Requirements—All Postbaccalaureate	150
Heidelberg Academic Center	14
Human Resource Management and Development (M.S.)	61
Human Services (M.S.)	
Addictions Counseling	36
Counseling	36
Gerontology Counseling	36
Administration	37
Community Wellness and Prevention	37
Employee Assistance Programs	37
Human Services Programs	34
Instructional Leadership Program Strand	105
Interdisciplinary Studies	91
International Student Admission	
College of Arts and Sciences	31
College of Management and Business	59
National College of Education	76
Language and Literacy Program	95
Leadership in Curriculum and Teaching (Ed.S.)	92
Learning Disabilities	96
Learning Disabilities/Behavior Disorders	97
Libraries and Audiovisual Services	154
Lombard Center for Learning	80
Management (M.S.)	61
Management and Business Programs	60
Master of Arts in Teaching (M.A.T.)	72
Master of Education (M.Ed.)	72
Master of Science in Education (M.S.Ed.)	72
Mathematics Education	93
McLean Academic Center	13
Milwaukee and Beloit Academic Centers	14

INDEX


INDEX

National College of Education	67
National-Louis University, A Brief History	9
Office of Continuing Education and Outreach	155
Payment Information	146
Payment Plan	146
Policy on Academic Appeals	153
Policy on Academic Honesty	153
President's Cabinet	161
President's Welcome	7
Professional Assistant Center for Education (PACE)	80
Professional Development Facilities	80
Professional Graduate Certificate Program	
Addictions Counseling	38
Addictions Treatment Studies	38
Community Wellness and Prevention Studies	38
Counseling Studies	38
Eating Disorders	38
Employee Assistance Programs	38
Gerontology Counseling Studies	38
Gerontology/Administration	39
Gerontology Generalist Studies	39
Long-Term Care Administration	39
Human Service Administration	39
Reading and Language	93
Reading and Language Program	103
Reading Center	80
Reading Recovery Program	94
Reading Specialist Program	93
Readmission of Former Students	145
Refund Policy	146
Registration and Credit	148
School Leadership Program	104
School Nurse Certification	83
School Psychology (Ed.S.)	89
School Psychology Program	89
Science Education	96
Special Education	96
St. Louis Academic Center	13
State Approvals	9
State Certification in Reading	93
State of Illinois Certification Requirements	86
Statement of Mission	9
Status of Formally Admitted Students	31, 60
Student Rights and Responsibilities	153
Tampa Academic Center	14
Transfer Between Graduate Programs	31, 60
Transfer of Credit	
College of Arts and Sciences	32
College of Management and Business	60
National College of Education	78
Transcripts	150
Tuition and Fee Schedule	19
University Expenses	19
University Library	154
West Suburban Campus	13

Writing Program	95	171
Written Communication Program	40	
Written Communication (M.S.)	40	

Notes

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